DOCUMENT RESUME

ED 343 823 SO 021 818

AUTHOR	Murray, William J.
TITLE	Hershey Museum. A Hitchhiker's Guide to the Museum: A Secondary Curriculum Project To Bring the Museum to the Classroom.
INSTITUTION	Hershey Museum, PA.
PUB DATE	91
NOTE	122p.; Funded by the Frank H. and Ruth Wells Foundation.
AVAILABLE FROM	Hershey Museum, 170 West Hersheypark Drive, Hershey, PA, 17033 ($10.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Educational Resources; History Instruction; *Museums; Resource Centers; Secondary Education; Social Studies; State History; *United States History
IDENTIFIERS	*Hershey Museum PA

ABSTRACT

Lesson plans for secondary teachers based on documents and objects found in the Hershey Museum in Hershey, Pennsylvania comprise the document. The Museum seeks to make its resources available to teachers who are not able to bring their students from the classroom to the Museum. Photocopied reproductions of the documents are provided for the document lessons. Sets of slides of the objects have been prepared for each "exhibit" lesson and can be borrowed free of charge by mail from the education department at the Museum. In one case an actual object in the Museum is needed for the lesson and that can be borrowed free of charge by mail. Among the lessons are the "Mayor's Court: A 1797 Petition to the Governor" (document lesson); "Hand Made vs Factory Made: The Pottery of Central Pennsylvania" (exhibit lesson); and "Victorian Middle Class Life: 1875-1900, a Comparison with an earlier Period" (exhibit lesson). Each lesson plan is divided into nine sections: (1) the larger picture or overview; (2) potential units in which this lesson could be taught; (3) content and source; (4) slides provided; (5) time; (6) background information; (7) sample student objectives; (8) document (or object) examination, interpretation, and speculation; and (9) more information. The lessons are designed for middle school and senior high school U.S. history classes but can be used in other courses as well. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William J Murray
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED343823

HERSHEY MUSEUM

A Hitchhiker's Guide to the Museum:

A Secondary Curriculum Project to Bring the Museum to the Classroom

William J. Murray

Funded by the Frank H. and Ruth L. Wells Foundation

©1991 The Hershey Museum

Permission is granted to duplicate for educational purposes as long as credit is given to the Hershey Museum.

SO 021 818

BEST COPY AVAILABLE

Table of Contents

Introduction.....ii

Acknowledgements.....iii

About the Author.....iv

Mayor's Court: A 1797 Petition to the Governor. (document lesson).....1

We The Undersigned Chiefs and Warriors: An Agreement Between the Seneca Nation and the United States Government, 1788-1826. (document lesson).....13

Transfer-print Ware and the Federalist Period. (exhibit lesson).....21

Hand Made vs Factory Made: The Pottery of Central Pennsylvania. (exhibit lesson).....28

Catherine Danner's World: A Central Pennsylvania Woman of the 1830's. (exhibit lesson).....35

Last Will and Testament: An Example of How Women Were Treated in the 1840's. (document lesson).....42

Helpful Hints: What Was Saved From The Newspaper, (1836 - 1856). (document lesson).....52

Old John Brown, A Song For Every Southern Man. (document lesson).....58

Major-General Geary's Record: Political Campaigns in the Reconstruction Era. (document lesson).....64

The Native Americans of the Plains. (exhibit lesson)...70

Union Deposit, Pennsylvania: Reading an 1875 Map. (document lesson).....78

Victorian Middle Class Life: 1875-1900, A Comparison With an Earlier Period. (exhibit Lesson).....83

Edison's Cylinder Phonographs. (object lesson).....91

East Hanover School District: 1906-1907 School Year. (document lesson).....97

World War II Ration Books. (document lesson).....105

Introduction

Community resources such as museums offer students a perspective in learning that expands the lessons in textbooks. The realities of scheduling, though, make it difficult for the secondary teacher to leave the classroom. Recognizing this, The Hershey Museum in Hershey, Pennsylvania, is offering part of its resources to you in the form of lesson plans for classroom use. Some are based on documents and some on objects found in the Hershey Museum. These lessons will allow you and your students to "hitch hike" your way to the museum's resources without leaving your school building.

Photocopied reproductions of the documents are provided for the document lessons. The size of some have been altered to fit the book's format. These primary sources can be duplicated for class distribution or made into overhead transparencies. Transcriptions are provided as needed.

Sets of slides of the objects have been prepared for each "exhibit" lesson and can be borrowed free of charge by mail from the education department at the museum. Looking at a photocopy of a document or a slide of an object is not the same as working with the real thing but it can be a useful first step in the instruction of students in the use of primary sources. In one case, an actual object which is in the collection of the educational department of the museum, is needed. It can be borrowed free of charge by mail.

The criteria for writing the lessons were that they had to be easy for teachers to use, be of high interest to students, and fit into the existing curriculum. They are designed to be used for one or two days but lessons may be shortened or expanded to fit individual classroom needs. Each lesson was written to stand alone so that a teacher may use all lessons in this book or just one.

For your convenience, the lesson plans are divided into standard sections. Each lesson starts with a section called "The Larger Picture" which attempts to place the individual lesson into a larger historical framework. "Potential units that could incorporate this lesson" offers suggestions as to where these lessons could be used. The logical place for many of these lessons are in Middle and Senior High American History classes but they may be used in other courses as well. "Background Information" recognizes that teachers are busy and are not experts in all areas. This section will give you the information to "flesh out" the lesson.

The "Sample Student Objectives" and "Sample Questions" are listed to help you in designing a lesson that will be most appropriate for your individual needs. The objectives

and questions stress higher order thinking skills as well as the basic content. Answers for the questions have been provided. You are encouraged to ask questions that are not included and delete questions that do not fit your needs.

"Vocabulary" and "Locate" sections are given for the teacher to use as you feel best. A few moments spent with these prior to the start of the lessons will help the student place the information in its proper context. "Content and Source" and "For More Information" sections are given if the teacher or the students wish to do more work on the subject.

I hope that the lessons are of use to you and your students. As long as proper credit is given to the Hershey Museum please feel free to duplicate all or part of the book for classroom use.

William J. Murray
September 1991

Acknowledgements

The author would like to extend a deep sense of gratitude to Mary D. Houts, Curator of Education and Assistant Director of the Hershey Museum, for the guidance that she has given in this project. Without her advice and comments this project would not have been possible.

In addition, he would like to express his gratitude to Museum Director, David L. Parke, Jr. and the rest of staff of the Museum who went out of their way to make him a member of the museum "family."

The author owes a debt of gratitude to the following professionals who, with their students, field tested the lessons when the book was in the pilot stage. Their evaluations were used to revise the work during the summer of 1991:

- Barbara DeCesare, Bangor Junior High, Bangor, Pa.
- Mary Furlong, Delone Catholic High School, McSherrystown, Pa.
- Richard Green, Cumberland Valley Middle School West, Mechanicsburg, Pa.
- Steve Heck, Upper Dublin High School, Fort Washington, Pa.

- Gary Oberman, Mechanicsburg Senior High, Mechanicsburg, Pa.
- Marcia Janson, Villa Maria Academy, Erie, Pa.
- Rona Clawson Kaufmann, IU #12, Cross Keys, Pa.
- Frances J. Warren, Loyalsock Township High School, Williamsport, Pa.
- Sheri L. Wenger, Lancaster Mennonite High School, Lancaster, Pa.
- Jeff Zeiders, West Perry High School, Elliottsburg, Pa.

A big thanks must also go to the author's wife, Linda L. Miller, for proofreading the document and lending general support to her husband and to Nathan Murray for letting Dad use the computer when needed.

This series of lesson plans was made possible by a grant from the Franklin H. and Ruth L. Wells Foundation.

About the Author

William Murray is a graduate in History from both West Chester University (B.S.) and Shippensburg University (M.Ed.). He has been employed by the Mechanicsburg Area School District since 1971 and is currently a program specialist in Secondary Gifted Education.

Two of his summers have been spent studying local history at the University of Pennsylvania on National Endowment for the Humanities grants. He has served on the Board of Directors of the Mechanicsburg Museum Association and the Cumberland County Historical Society and has spoken on local history at conferences sponsored by the Pennsylvania Association for Gifted Education as well as both the Mid Atlantic and Pennsylvania Councils for the Social Studies. He has had articles published by the Mechanicsburg Museum Association, the Cumberland County Historical Society and the Pennsylvania Council for the Social Studies.

Murray was part of the team that wrote Discovery, The Columbus Legacy: A Pennsylvania Archives Resource Kit, published in 1989.

Among his many awards, Murray has been recognized for his work by The University of Chicago and Shippensburg University. He received the outstanding secondary teacher of the year award from the Pennsylvania Association for Gifted Education in 1989. Murray is a member of Phi Delta Kappa and the Fulbright Scholars Association.

Mayor's Court:
A 1797 Petition to the Governor
(Document Lesson)

The Larger Picture:

The dream was that because America was a democracy, a place where all men were equal, all would succeed with hard work.

The reality was that society at all times has had to deal with the criminal element and the young United States was no exception. The following document, a copy of a petition to the Governor of Pennsylvania written in 1797, will give the student a glimpse into the post revolutionary justice system.

Potential units that could incorporate this lesson:

- American History unit on the post revolutionary period.
- Sociology Unit on prisons and prison reform.
- American Government unit on law.

Content and source:

Pardon for George Johnson for fines imposed on him. Signed by Governor Mifflin. (Hershey Museum Archives; Unit/Shelf I1, Box/Tub 1, Folder 2.)

Time: one or two class periods.

Background Information:

Throughout most of its history, Pennsylvania has been a leader in the adoption of a humane criminal code. While England and most of the colonies were using capital punishment for a large number of crimes, the first legislative assembly in Pennsylvania in 1682 enacted the

Great Law, a code which stated in part that only murder and treason would be punishable by death. During this period, while the other colonies used public whipping and the stocks for punishment, the Pennsylvania legislature provided for the establishment of workhouses.

The Pennsylvania colony was governed by members of the Quaker religion who believed, for religious reasons, that it was wrong to take an oath during a trial. The Quakers believed that it was wrong to swear to a civil officer. Their allegiance was due only to God. By the early 1700s, in return for permission to substitute the right of affirmation for oath taking in judicial proceedings, the colony adopted the much harsher English criminal code. By 1776, Pennsylvania prisons were as bad as those in the rest of the colonies.

The American Revolution, as well as the influence of the Pennsylvania Quakers and the European Enlightenment, returned a more humane criminal code in Pennsylvania. Capital punishment was limited during this period to first degree murder.

The Pennsylvania Constitution written in 1776, contained the Declaration of Rights which was inspired by William Penn and restated the rights of freedom enjoyed by Pennsylvania citizens. In part, it stated that all men were "... born equally free and independent and have certain inherent and indefeasible (incapable of being annulled) rights." That did not mean that a man was free to do what he wanted to do. If a person violated society's rules, that person could be punished. Included in the Declaration of Rights, though, was the right of trial by jury.

According to an article in the Independent Gazette published November 17, 1785, Philadelphia was "... the harbor and refuge of numerous criminals, since the number of offenders annually convicted in the city and suburbs probably equaled half the number sentenced in the rest of the state."

The penal code, which became law in September of 1786, stated that a person convicted of larceny where the value of the goods taken was over twenty shillings had to restore the goods or pay full value, pay a like amount to the State, and undergo imprisonment for a maximum servitude of three years. The previous punishment had been either branding, mutilation

of the ears, whipping, imprisonment for life, or the death penalty.

The first major prison reform society in the world, the Philadelphia Society for Alleviating the Miseries of Public Prisons (still active today and called the Pennsylvania Prison Society) was founded in 1787. Members wanted to segregate offenders, provide work to occupy time, and generally improve the quality of food, clothing, and bedding. Under pressure, the prisons were greatly improved. Prison industries such as weaving and cobbling were introduced. Health care, religious services, and education were also introduced to the prisons.

From 1776 to 1789, the Commonwealth was run by an Executive Council. Thomas Mifflin, a Philadelphia Quaker, became the first Governor under the Constitution ratified in 1789. He was elected to two more terms and served until 1797. The document under study would have been received during his last year of office.

As an added piece of information, the state capital during this period was in Philadelphia. It moved to Lancaster in 1799 and to its current location in Harrisburg in 1812.

Sample Student Objectives:

The students will participate in a Mock Trial of the case, Commonwealth of Pennsylvania v. Johnson. Students will portray defense and prosecution lawyers as well as witnesses and jury.

The student will write an essay for or against the Governor's right to pardon a prisoner.

The student will participate in a debate on the topic: "Resolved: that the 1786 penal code is good for society."

Document Examination, Interpretation, and Speculation:

a. Vocabulary: Petition, hereunto, annexed, larceny, Esquire, pounds, his Excellence, stand committed, complied, remision (remission).

b Locate: Philadelphia.

c. Sample questions:

* **Where was this court held?**

  (This was the Mayor's Court of the City of Philadelphia.)

* **On what charges was George Johnson brought before the court?**

  (Theft of the property of Joseph Hopkinson, Esquire.)

* **What might he have stolen?**

  (Answers will vary. Most of the crimes during the period were by the poor who stole either food or clothing.)

* **Since most people involved in crime are poor, does society have any responsibility to criminals?**

  (Answers will vary from (1) yes, society should educate/ train them so they will no longer live in poverty, to (2) no, they just need to work harder to succeed.)

* **The law said that you would pay a fine equal to what you stole. If a person stole something worth 15 pounds (about thirty dollars) today, what would the sentence be?**

  (According to one of the judge's clerks for Dauphin County, for a first offender the probable sentence would be a fine plus either parole or probation.)

* **What was his sentence?**

  (...a fine of 15 pounds , ...restore the goods or make restitution, ...two years in prison at hard labor, and ...pay the cost of prosecution.)

* **When was he sentenced to jail?**

  (June 17, 1795.)

* **How much time did Johnson serve in jail? How did this compare with the sentence given at the trial?**

  (Johnson was released April 11, 1797 after serving one year, nine months, and twenty eight days just sixty-seven days short of his sentence.)

* **From what else was he released?**

  (The payment of the fine.)

* **Why was this information sent to the Governor? Is the practice of the Governor giving pardons still exercised today?**

  (The Governor is the one designated by the Constitution to pardon prisoners. This dates back to the Middle Ages when the king pardoned people from the throne. It is often in the news today when a man is to be executed and a petition is sent to the Governor to stay the execution.)

* **Do you think that the Governor should have this power today? Why or why not?**

  (Answers will vary.)

* **Does the governor make this decision on his own?**

  (A board of inspectors (today called the board of pardons) makes a recommendation, but the Governor is free to ignore the board's recommendation.)

* **What is the purpose of putting a person in prison? Do these methods work?**

  (Answers may include punishment of the offender, reformation of the offender, or separating the offender from society.)

For more information:

John K. Alexander. "Crime and Punishment in Philadelphia," Render Them Submissive: Responses to Poverty in Philadelphia, 1760-1800, (1980) reprinted in Thomas R. Frazier. The Underside of American History, Thomas R. Frazier, ed. (1982).

Ira V. Brown. "Prison Reformers" Pennsylvania Reformers: From Penn to Pinchot. (1966).

(Document Transcription Number 1)

At a Mayors Court held in for the City of Philadelphia on the 17th of June 1795. George Johnson whose Petition is hereunto annexed was tried & convicted upon two several indictments for larceny in stealing the property of Joseph Hopkinson Esquire & for which offences (offenses) he was sentenced on the whole to pay a fine or fines of the amount of fifteen pounds to the Governor for the use of the Commonwealth, Restore the goods stolen or pay the value & be two years imprisoned and be kept at hard labor & as the law directs pay the cost of prosecution & stand committed until this sentence be fully complied with.

A true copy from the jail sentence dockett (docket)

B Wood Clerk for the Jail

Philad Prison
6 April 1796

(Document Transcription Number 2)

To His Excellency

Thomas Mifflin Esquire

Governor of the Commonwealth of
Pennsylvania

The petition of George Johnson
Humbly Showeth

That your petition was tried at a Mayors Court held in & for the City of Philadelphia on the 17 June 1795 and was then & there convicted of a larceny in stealing the property of Joseph Hopkinson Esquire, for which offense he was sentenced to restore the goods stolen or pay the value, pay a fine of fifteen pounds to the Governor for the use of the Commonwealth, be two years imprisoned and be kept at hard labor pay the cost of prosecution and stand committed till this sentence be fully complied with.

Your petitioner therefore prays that your Excellency will be pleased to remit the fine & remainder of the imprisonment aforesaid and your petitioner will ever as in

Duty Bound Pray Ye

Philad Prisons
6 April 1797

(Document Transcription Number 3)

The Board of Inspectors recommends the within named George Johnson to his Excellency the Governor for a pardon & remision (remission) of his fines.

Philadelphia
6 April 1797

by order
Dan Thomas Chairman

Petition

George Johnson

Pardoned
11 April 1797
T Mifflin

Pardon made out and dates as above
J Tyson

At a Mayors Court held in for the City of Philadelphia on the 17 of June 1795. George Johnson whose Petition is hereunto annexed was tried & convicted upon two Several Indictments for Larceny in stealing the property of Joseph Hopkinson Esquire &c. Mr. for which offences he was sentenced on the whole to pay a fine a sum of the amount of fifteen pounds to the Governor for the use of the Commonwealth, Restore the goods stolen or pay the value &c. be two Years Imprisoned and be kept at hard labour, &c. the Law directs pay the Costs of Prosecution & stand committed Untill this sentence be fully complied with &c.

A true copy from the Gaol sentence Docket

Philad.a Prison
6 April 1797

Clerk for the Gaol

To His Excellency

Thomas Mifflin Esquire

Governor of the Commonwealth of

Pennsylvania

The Petition of George Johnson

Humbly Sheweth

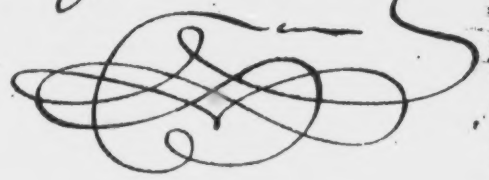
That your Petitioner was tried at a Mayors Court held in & for the City of Philadelphia on the 17th June 1795. and was then & there convicted of a Larceny in stealing the property of Joseph Hopkinson Esquire, for which offence he was sentenced to restore the goods stolen or pay the value, pay a fine of fifteen pounds to the Governor for the use of the Commonwealth, be two years Imprisoned and be kept at hard labour pay the costs of Prosecution and stand committed till this sentence be fully complied with

Your Petitioner therefore prays that your Excellency will be pleased to remit the fine & remainder of the Imprisonment aforesaid and your Petitioner will ever as in Duty Bound Pray &c

Philad.a March
6 April 1797

Petition

George Johnson



Pardoned
11 April 1797
(Mo Allen

Pardon made out and Dated
as above ——— J Tyson

18

The Board of Inspectors recommend the within
named George Johnson to his Excellency the
Governor for a Pardon & remission of his fines

Philadelphia
6 April 1797

By order
Dan'l Thomas Chairman

19

12

We The Undersigned Chiefs and Warriors: An Agreement Between the Seneca Nation and the United States Government, 1788-1826.

(Document Lesson)

The Larger Picture:

When the European settlers came to the Americas they found that Native Americans, a people with a culture that was thousands of years old, were the owners of the land. The settlement and expansion by the new arrivals was a source of conflict between the two peoples. Not all of the dealings between the Native Americans and the United States Government involved armed conflict, though. This lesson involves a sale of land made by Native Americans to the United States in 1788.

Potential units that could incorporate this lesson:

- American history or regional history unit on the settlement period.
- American History unit on western expansion.
- American Government unit on treaties.

Content and source:

We the Undersigned Chiefs and Warriors. (Hershey Museum Archives; Unit/Shelf H 1-7, Box/Tub 62, Folder 12.)

Time: one or two class periods.

Background Information:

The Seneca are from the Eastern Woodlands and part of the Iroquois Nation which, prior to the arrival of the Europeans, controlled much of what is now northwestern Pennsylvania and New York State around the Great Lakes. The

Senecas hunted and farmed an area in New York around what is now Seneca Lake and the Geneva River, as well as Pennsylvania land around Erie and north of Pittsburgh.

Warfare was part of the social system of the Seneca but was viewed as a necessity not a pleasure. Europeans, in an attempt to expand their land holdings, often promoted conflicts with the Iroquois which resulted in hostility.

Some of the Indian Chiefs, such as Red Jacket (ca. 1758-1830), were opposed to all European settlements on Indian Land. Others, such as Cornplanter (ca. 1750-1836), realized that the settlers were too powerful to be ignored.

By 1788, the American War for Independence was over. Most of Iroquois Nation had sided with the British as the best way to limit settlement by the colonists and felt betrayed when the Treaty of Paris was signed. Without British military support, the Native Americans were unable to defend the sovereignty of their land. The Iroquois, whose rich farms had been devastated by the revolutionary soldiers, felt they had no alternative but to agree to the terms imposed upon them. Indian power in the area was broken.

It was during that year that the Senecas agreed to sell the eastern section of their territory to American land agents Phillips and Gorhman for the sum of $5,000 plus an annual annuity of $500. The document in this lesson was written in 1826 and contains provisions for the transfer of $500 to the Senecas to satisfy the obligation made in 1788.

By 1790, the American Government was encouraging expansion to the west and placed Native Americans on reservations. Cornplanter urged reconciliation with the new government and in a treaty signed in 1794 by President George Washington, the Senecas were given rights to eight hundred acres of land in Northwestern Pennsylvania near the current city of Warren. This land remained under Seneca control until 1961 when the land was repossessed by the American Government so that the Kinzua Dam project north of the city of Pittsburgh could be completed.

Sample Student Objectives:

The student will be able to locate the home of the Iroquois Nation and the Seneca tribe on a map of the United States.

The student will be able to write a three part essay which (1) explains the benefits to be derived by the Senecas from signing this document, (2) explains the benefits to be derived by the Americans from signing this document, (3) explains with logic and evidence their theory as to who derived the greater benefit from the signing of the document.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: annuity, sub agent, Six Nations, x mark.

b. Locate: The Iroquois Nation, The Seneca Land, Buffalo, the Great Lakes, Seneca Lake, Geneva River, Erie, Warren, Pittsburgh.

c. Sample questions:

* **Why was this document necessary?**

(It is a legal document and showed receipt of $500. The document does not state why the money was paid or what the Americans received in return.)

* **... Only ask the following question if you have not told the students that it is an annuity payment...**

The document was signed in 1826, thirty eight years after the original agreement was made. What are some possible reasons for this delay?

(Some sample answers might include: (1) Because of the war debt, the American Government did not have the money until 1826, (2) This was the last of an installment payment, (3) The American government was waiting to see if the Senecas would live in peace before they paid, (4) The American Government was hoping the Seneca Nation culture would die out before the debt would have to be paid.)

* **What were possible benefits to the Senecas from signing the original document?**

(Some sample answers might include: (1) $500 for education, etc., (2) peace after years of conflict, (3) the good will of the new American government.)

* **What were possible benefits to the Americans from signing the original document?**

((1) land, (2) peace, (3) the good will of the Senecas.)

* **Who do you feel received the greater benefits from the signing of the document and why?**

(The student's answers will vary but should be based on logic and evidence. Some sample answers might include: (1) The Americans benefited more because they received land from the Seneca at a bargain rate, and (2) The Seneca benefited more because they realized that fighting was a lost cause and had more to lose by continuing the fight.)

* **How does this agreement compare with the philosophy of William Penn?**

(William Penn dealt with the Native Americans as prior owners of the land and would have approved paying them money.)

* **How does this agreement compare with United States Indian policy developed after the Bureau of Indian Affairs was created in 1849?**

(The major policies of the Bureau were "concentration," where the Native Americans were permitted to roam free in the west but only in limited areas and "reservations," where the Native Americans were forced to settle on government owned land. Neither program would have given the Indian money for his land. Both of these programs often led to armed conflict with the Native Americans.)

* **Of the policies studied, which is the best policy?**

(Answers will vary.)

For more information:

Woodland Indian exhibit at the Hershey Museum, Hershey, Pennsylvania.

William Brandon. The American Heritage Book of Indians. (1961).

Barbara Gaymont. The Iroquois. (1988).

William T. Hagan. American Indian. (1971).

Arthur Caswell Parker. The History of the Seneca Indian. (1967).

Anthony F. C. Wallace. The Death and Rebirth of the Seneca. (1970).

Paul A. W. Wallace. Indians of Pennsylvania. (1975).

(Document Transcription)

Dollar 500

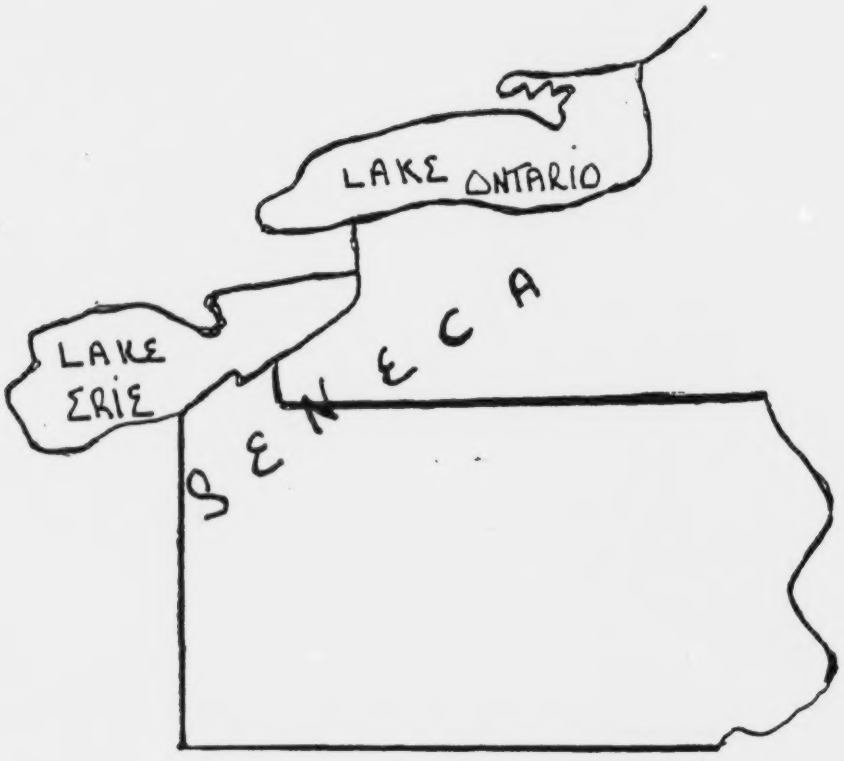
We the undersigned chiefs and warriors of the Seneca Nations of Indians do acknowledge to have received by Jasper Parnch Sub Agent of the United States to the Six Nations of Indians five hundred dollars in full for the amount due us (agreeable to a certain meeting or agreement made with Oliver Phillips, deceased, and Nathanial Gorhman on the 9th day of July 1788) up to the 15th July of 1826.---

Buffalo June third 1826

Signed duplicates)
in presence of)--
Chas J. Cort)
H Jones Jr
Fellix Chute
J Jimson

Young x King
his mark
Red x Jacket
his mark
Corn x Planter
his mark
Col x Polhard
his mark
Black x Snake
his mark
Capt x Billy
his mark
Big x Kettle
his mark
Chief x Warrior
his mark
Jim x Hudson
his mark
John x Fox
his mark
Capt x Strong
his mark
Ganadda x
his mark
Major x Barry
his mark

← THE IROQUOIS NATION CIRCA 1776



(Indian Title) We the undersigned Chiefs and Warriors of the Seneca Nation of Indians do acknowledge to have received by Jasper Parrish Sub Agent of the United States to the Six Nations of Indians, Five Hundred Dollars in full for the Annuity due us (agreeable to a certain writing or agreement made with Oliver Phelps deceased, and Nathaniel Gorham, on the 9th days of July 1788) up to the 15th July 1826 —

Buffalo June third 1826

Signed duplicates in presence of

Chas. P. Cook

Thomas Jones

W. G. Jones Jr.

Delos Cloete

J. Inman

Jonny his + mark King

Red his + mark Jacket

Corn his + mark Planter

Col. his + mark Pollard

Black his + mark Snake

Capt. his + mark Billy

Big his + mark Kettle

Chief his + mark Warrior

Jim his + mark Hudson

John his + mark Snipe

Capt. his + mark Strong

Canada his + mark

Maj.r his + mark Berry

PLEASE NOTE: This lesson incorporates the showing of slides which are not included. The list is attached. These slides can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

Transfer-print Ware and the Federalist Period (Exhibit Lesson)

The Larger Picture:

The citizens of the new American Republic were eager to establish their national identity. One of the ways they did this was by buying, using, and collecting colorful plates which showed prominent Americans as well as historic American scenes. An examination of these plates will help students understand the Federalist period.

Potential units that could incorporate this lesson:

- American History unit on the Federalist Period.
- Art History unit on transfer-print ware.
- Economics unit on import/export.

Content and source:

Slides taken from the Chinaware exhibit at the Hershey Museum, Hershey, Pennsylvania.

Slides provided for this unit are:

(slide 1) Country Scene
(slide 2) Oriental
(slide 3) Exotic
(slide 4) State design
(slide 5) Columbus
(slide 6) William Penn and the Indians
(slide 7) Landing of General Lafayette
(slide 8) Library, Philadelphia
(slide 9) The Philadelphia Water Works
(slide 10) The Alms House in Boston
(slide 11) Staughtons Church
(slide 12) Octagon Church, Boston
(slide 13) Columbia Bridge over the Susquehanna
(slide 14) Head waters of the Juniata
(slide 15) Race Bridge, Philadelphia

Time: one or two class periods.

Background Information:

At about the same time as the founding of the American Republic, the technology of transferring a picture from an engraved copper plate to a piece of chinaware was developed in England. The process was called transfer-printing.

Transfer-print ware was made in a number of different English potteries many of which were located in Staffordshire. It shows scenes from real life as well as scenes that are imaginary or exotic. The original pieces were in dark blue but later they were produced in pink, green, light blue, brown, and lavender colors.

There were thousands of pieces exported to the United States in the first half of the nineteenth century and these were often decorated with scenes from American life. The companies which produced these specifically American views were mainly middle-sized ones which were having a problem competing in the English market against

the larger and established china makers of the day. These smaller producers were trying to establish their reputation in the American market by offering designs which would encourage the newly emerging American spirit of nationalism by appealing to the patriotism of the people and their interest in prominent American men, as well as American landmarks and historic American events.

The china maker employed an engraver whose main task was to transfer a design onto a sheet of copper. Often the design was copied from a published engraving rather than an original piece of work.

The finished copper sheet was heated and a thick oil-like blue pigment was rubbed over the copper and into the design. The surface of the copper plate was wiped clean while the oil remained in the engraved recessed portions.

A special tissue-like paper was placed on the plate and the copper, pigment, and paper were placed in a press where the ink was transferred to the paper.

The inked paper was then trimmed and fitted onto the unglazed pottery where the paper was allowed to dry, transferring the image to the pottery in the process. The paper was then soaked off and the pottery was glazed and fired.

William C. Prime in the introduction to The China Hunters Club wrote in 1878 "... as our country began to have a history, the ceramic art began to do, what it has done in all ages and in all civilized countries, illustrate in permanent pictures the events of history." Prime continued, "... the day will come when ceramic specimens showing our first steamships, our first railroads, the portraits of our distinguished statesmen, soldiers, and sailors, the opening of our canals, the various events of our wars, and our triumphs in peace, will rank in historical collections with the vases of Greece. And whatever then be the estimate of the art they exemplify, men will say, 'These show the taste, these illustrate the home

life, of the men and women who were the founders and rulers of the American Republic.'"

Sample Student Objectives:

In proper essay form, the student will be able to describe how transfer ware might have been used by the American people to establish a national identity.

In proper essay form, and using transfer-ware as an example, the student will be able to write an essay explaining the economic and political relationship between the United States and England during the eighteenth century.

In proper essay form, and using transfer-ware as an example, the student will be able to write an essay relating the type of symbols created in transfer-ware with the search for identity that the new nation was experiencing.

Object Examination, Interpretation, and Speculation:

a. Vocabulary: engraved, exotic, pigment, unglazed pottery.

b. Locate: Staffordshire, England.

c. Sample questions:

* **The teacher might want to show the students slides 1,2,and 3 and tell them how the prints were made using the information furnished in the background.**

(Styles Popular in Britain:

(slide 1) a Country Scene- This piece was typical of a plate that might be sold in England. The scene could be anywhere.

(slide 2) Oriental - The orient was opening up to European study and travel during the period. Transfer-ware in this style became very popular.
(slide 3) Exotic- Often oriental in style these prints drew on the artist's imagination.)

* **Show students slides 4, 5, 6, and 7. Can they identify the subjects in the engravings? What general theme is depicted?**

(American Patriotic or Historical Themes:

(slide 4) State design with the names of the fifteen states in loops of ribbon.
(slide 5) Columbus.
(slide 6) William Penn and the Indians.
(slide 7) Landing of General Lafayette.)

* **Show slides 8, 9, 10, 11, and 12. Can the students identify the subjects in these engravings? (If not specifically then by general category). What general theme is depicted? Is it the same theme as 4, 5, 6, 7 or is it different?**

(Famous Buildings:

(slide 8) Library, Philadelphia. (today the American Philosophical Society.)
(slide 9) The Water Works, Philadelphia. (located in Fairmount Park behind the Art Museum.)
(slide 10) The Alms House in Boston. (the public house for the poor located at Park and Beacon Streets.)
(slide 11) Staughtons Church. (in Philadelphia on Sansom Street between Eighth and Ninth Streets.)
(slide 12) Octagon Church. (Boston.)

* **Show slides 13, 14,and 15 Can they identify the subjects in these engravings? (If not specifically then by general category.) What general theme is depicted? Is it the same theme as 4, 5, 6, 7 or 8, 9, 10, 11, and 12 or is it a third theme.**

  (River Scenes:

  (slide 13) Columbia Bridge over the Susquehanna.
  (slide 14) Head waters of the Juniata.
  (slide 15) The Race Bridge, Philadelphia.
  Some groups may place the three into the same theme, "patriotism," while others may break it down into national patriotism, famous American structures, and local nature scenes.)

* **Chinaware was imported to the United States from England and, with the exception of the years 1812 to 1815, the trade was very large. Why was it interrupted in 1812? What does this continuing of trade tell the student about the relationship between England and the United States?**

  (It was interrupted in 1812 and 1815 because the United States and England were at war. The trade continued because England had products that the United States wanted and could obtain at a reasonable price. It shows that while independent of England politically the people of the United States were still dependent on England for items of "culture."

* **The china maker capitalized on a need that existed in the new nation, the need to create a national identity. Why did that need exist? How did transfer ware help to fill that need?**

(At the end of the American War of Independence, the thirteen colonies were free; free but not yet a nation. Americans not only needed to form a government where none existed, but they needed to create a history and a feeling of "Americanism." The china was inexpensive enough that people of moderate means could own a set. The symbols that they created helped to teach people their history, glorify their leaders, and mold the American character.)

* **Why do you think that the Americans imported English china rather than producing china of their own?**

(The initial reason was because the British trade policy was mercantilism which would not permit local manufacturing to compete with the mother country. After independence the trade continued because the British could produce a superior good at an affordable price. In addition, the British had developed the market skills to convince the Americans that they should buy British made china.)

For more information:

Chinaware exhibit at the Hershey Museum, Hershey, Pennsylvania.

Ada Walker Camehl. The Blue China Book: Early American Scenes and History Pictured in the Pottery of the Time. (1971).

A. W. Coysh and R. K. Henrywood. The Dictionary of Blue and White Printed Pottery 1780-1880. (1982).

Catherine Fennelly. Something Blue. (1955).

Ellouise Baker Larsen. American Historical Views on Staffordshire China. (1975).

PLEASE NOTE: This lesson incorporates the showing of slides which are not included. The list is attached. These slides can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

Hand Made vs Factory Made: The Pottery of Central Pennsylvania (Exhibit Lesson)

The Larger Picture:

When the United States was first settled people had to be self-sufficient and use items produced for local consumption. As foreign factory-made items became cheaper, the rate of import from foreign markets grew. This can be seen in the type of pottery used in central Pennsylvania in the later part of the eighteenth century and early mid-nineteenth centuries.

Potential units that could incorporate this lesson:

- American History in the 1800s and the rise of industrialism.
- Art History unit on Pennsylvania pottery.
- Economics unit on import/export.

Content and source:

Slides taken from the "Hand Made vs Factory Made" and the "Chinaware" exhibits at the Hershey Museum, Hershey, Pennsylvania.

Slides provided for this lesson are:

(slide 1) Redware pottery,
(slide 2) Redware pottery,
(slide 3) Sgraffito decoration of redware,
(slide 4) Stoneware,
(slide 5) "Gaudy Dutch,"
(slide 6) Splatterware,
(slide 7) Transfer-Print Ware,
(slide 8) Pearlware.

Time: one or two class periods.

Background Information:

The earliest pottery used in central Pennsylvania was locally produced redware and stoneware.

Redware pottery (slides 1 and 2), also called low fired red earthenware, was very popular in central Pennsylvania during the late eighteenth and earth nineteenth centuries. It was shaped into everyday items such as dishes, bowls, jars, and jugs even though many people understood that the lead glazing made the items dangerous to use with certain foods. Redware pottery is heavy and rather fragile.

The potter had to dig and transport the clay from a local area, sieve and grind the clay, throw and model the pieces, fire the kiln, as well as pack and deliver the pieces. Most of the potters had small operations that served a local clientele therefore most of the redware was sold within a small area of where it was produced. Most redware potters were full-time although some did it part-time while farming. Most started in the business as apprentices, and the pottery tradition was often handed down from father to son.

A form of decorating redware popular during the period was Sgraffito (slide 3). Sgraffito was a European technique where a design was scratched through the wet glaze before firing so that the red clay would show through. This technique was copied by the Pennsylvania German Pottery makers and was used primarily as a decoration or to commemorate a special occasion. Because tulips were often

part of the design another name of the process was tulip-ware.

Stoneware (slide 4) is a high fired pottery made from clay. It was not produced in central Pennsylvania until the development of the canal and the railroad made it possible to both import high quality stoneware clay from New York and New Jersey and when cheap and easy transportation made it possible to ship the final product for sale in distant markets. Stoneware was used to store, pickle, separate, and serve food. Since stoneware was more durable than redwood pottery it soon became more popular.

Stoneware is often decorated with swirls of colors depicting animals or flowers. Stoneware lost its popularity with the advent of the glass canning jar and the tin can. The craft has had a revival since the 1960s as a decorative art.

Redware and stoneware were produced in central Pennsylvania by individual craftsman. They were not machine made.

In addition to the locally produced pottery, much fine china was imported from English factories starting in the later part of the eighteenth century and lasting well into the nineteenth century. English china came to the United States early because the colonies were a captive market in the mercantile trade. Even after independence, the American market recognized the leading English technology and England's highly developed marketing skills. While some American "china" was produced during the period it was never as popular as the imported British ware such as Gaudy Dutch, Splatterware, Transfer-print ware, and Pearlware. Although fairly inexpensive in price, English china was more expensive than locally produced pottery. Despite the higher cost, the more "elegant" imported chinaware grew in popularity.

One of the more popular imports in central Pennsylvania was the "Gaudy Dutch" pattern (slide 5). These were mass produced in English factories and then hand painted with the purpose of being exported to the United States for sale to the average person at a very low price. The pattern received its common name not for its origin but for the intended market, the "Dutch" or Pennsylvania German people of Pennsylvania. The Pennsylvania Germans loved

bright colors in their furniture, quilts, and decorative plates. Popular "gaudy" patterns often contain deep blues and reds.

Splatterware (slide 6) or splashed ware was also imported in quantity during the period. Splatterware was mass produced in England for export to the United States between 1790 and 1860. Each plate was hand painted with small streaks of color or decorations applied to the body before glazing. One of the more popular motifs is a peafowl with the eye in the middle of his head.

The technology of transferring a picture from an engraved copper plate to a piece of china using tissue paper was developed during the period. The process was called Transfer-Print Ware (slide 7). The original pieces were in dark blue but later they were made in pink, green, light blue, brown, and lavender.

Transfer-print ware comes from a number of different potters in England, mostly in Staffordshire, and shows scenes from real life as well as scenes that are imaginary or exotic. There were thousands of pieces exported to the United States in the first half of the nineteenth century and, in response to a growing American nationalism, these were often decorated with scenes from American life.

Pearlware (slide 8), another relatively inexpensive ceramic, was developed in England by Joshia Wedgwood and was popular in England and the United States in the early part of the eighteenth century. Factory made in standard patterns, Pearlware is often recognized by the bluish glaze that accumulated near the base.

Sample Student Objectives:

The student will be able to recognize slides of pottery as being either hand made or factory made.

The student will be able to identify the following pottery styles from slides: Redware, Stoneware, Sgraffito decoration, "Gaudy Dutch", Splatterware, Transfer-Print Ware, and Pearlware.

After doing research in small groups and hearing presentations from other group members, the student will be

able to describe how the following are made: Redware, Stoneware, Sgraffito, "Gaudy Dutch", Splatterware, Transfer-Print Ware, and Pearlware.

The student will be able to discuss the advantages and disadvantages of using locally produced goods versus importing goods from overseas.

Object Examination, Interpretation, and Speculation:

a. Vocabulary: import, export, mercantilism, hand made, factory made.

b. Locate: central Pennsylvania.

c. Sample questions:

* **... If your objective is to have the student be able to recognize the seven examples of pottery in the set: either**

(1) show the set in the order given asking them to describe the characteristics of the pottery, or

(2) have the students research in small groups or individually the seven styles, report their findings to the larger group, and then show the slides to see if they can recognize them when displayed.

* **... If your objective is only to understand the difference between hand made and factory made:**

without telling them any information about the slides except that they are seeing slides of pottery from the eighteenth and nineteenth centuries, show the eight slides in random order. Ask them if they are hand made or factory made and why. What criteria are used to distinguish the difference?

(slides 1-4 are hand made; 5-8 are factory made. What they look for will vary but can include symmetry, color, and detail.)

* **Which is of greater "value," items that are handmade or factory made?**

(Since this depends on the students definition of value the answers will vary but is a good lead into a discussion on American industrialization.)

* **What are the advantages and disadvantages of using locally produced goods versus importing goods from overseas?**

(All students should discuss price to the consumer and the status that comes with having more refined chinaware. More advanced students might want to explore import/export ratios and the foreign debt crisis.)

* **Why do you think that the Americans imported English china rather than producing china of their own?**

(The initial reason was because the British trade policy was mercantilism which would not permit local manufacturing to compete with the mother country. After independence the trade continued because the British could produce a superior good at an affordable price. In addition, the British had developed the market skills to convince the Americans that they should buy British made china.)

For more information:

"Chinaware" exhibit and "Hand made vs Factory Made" exhibit at the Hershey Museum, Hershey, Pennsylvania.

Edwin Atlee Barber. Tulip Ware of the Pennsylvania-German Potters: An Historical Sketch of the Art of Slip Decoration in the United States. (1970).

Eleanor J. Fox and Edward G. Fox. Gaudy Dutch. (1970).

Geoffrey A. Godden, F.R.S.A. An Illustrated Encyclopedia of British Pottery and Porcelain. (1965).

John Meredith Graham II and Hensleigh Cecil Wedgwood. Wedgwood: a Living Tradition. (1948).

David A. Hounshell. From the American System to Mass Production: The Development of Manufacturing Technology in the United States. (1984).

Jeannette Lasansky. Made in Mud: Stoneware Potteries in Central Pennsylvania 1834-1929. (1977).

Jeannette Lasansky. Central Pennsylvania Redware Pottery: 1780-1904. (1979).

Earl F. Robacker and Ada F. Robacker. Splatterware and Sponge: Hardy Perennials and Ceramics. (1978).

George Savage and Harold Newman. An illustrated Dictionary of Ceramics. (1976).

Diana Stradling and J. Garrison Stradling, editors. The Art of the Potter: Redware and Stoneware. (1977).

PLEASE NOTE: This lesson incorporates the showing of slides which are not included. The list is attached. These slides can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

Catherine Danner's World:
A Central Pennsylvania Woman of the 1830s
(Exhibit Lesson)

The Larger Picture:

The life of a woman in the early part of the nineteenth century was far more restrictive than today. Her property was owned by her husband. She was denied the right to vote by her government. Few professions or occupations outside the home were open to her.

One of the reasons that a woman's life was restricted was because housekeeping techniques were so labor intensive that a woman had little time for anything else.

An examination of a typical kitchen of the day will help to give the students an understanding of the onerous nature of household responsibilities of a typical nineteenth century woman.

Potential units that could incorporate this lesson:

- American History unit on the 1830s.
- Pennsylvania History unit on the 1830s.
- Sociology unit on the changing role of women.

Content and source: slides taken from the World of Adam Danner exhibit at the Hershey Museum, Hershey, Pennsylvania.

Slides provided for this lesson are:

(slide 1) general shot of kitchen
(slide 2) shot of kitchen w/ barrel
(slide 3) fireplace
(slide 4) misc on top of fireplace
(slide 5) stove with billows
(slide 6) cooking utensils
(slide 7) doughbox
(slide 8) meat grinder
(slide 9) sausage stuffer
(slide 10) cabbage grater
(slide 11) wooden bowl
(slide 12) hanging pot
(slide 13) spider pan on legs
(slide 14) bread oven handle
(slide 15) betty lamp
(slide 16) clothing men and women
(slide 17) weaving
(slide 18) flat iron and trivet
(slide 19) ironing
(slide 20) kitchen

Time: one or two class periods.

Background Information:

The Adam Danner exhibit at the Hershey Museum is an attempt to recreate a typical central Pennsylvania home of the 1830s. Adam (1777-1850) and his wife Catherine (1779-1831) were real people who lived in a one and a half story home just a block off Main Street in the small town of Manheim, in Lancaster County, Pennsylvania.

The typical Pennsylvania German home of the period had three rooms on the first floor. The stube, or front room, was for sitting, reading, eating, and entertaining. This room would have contained possessions that the family was proud of, such as a clock and a cupboard for imported English earthenware.

Catherine and Adam's bedroom was also on the first floor. They would have slept there with the younger

children, while the older children and hired help would have slept on the second floor.

Catherine, though, would have spent most of her time in the kuche (pronounced kooka) or kitchen preparing meals at the table and bending over the fireplace.

Cooking in the fireplace required utensils different from those used today. Because of its height, the three legged "spider" skillet could be placed over burning logs while the pot with short legs could be placed either on coals or hung from a hook.

The indoor stove in the kitchen was probably not used for cooking very often because Catherine, like most Pennsylvania German housewives of her era, would have considered the stove to be a fire hazard and the food cooked on it to have a "stovey taste." Once a week Catherine would have baked breads, cakes, and pies in her outdoor bake oven.

The mantle of the fireplace was a convenient catch-all for things that were used often, such as the iron and the lamp. The leather fire bucket was ready to be grabbed if a fire broke out at a neighbor's home. Adam's name was on it so it could be returned later.

There were items in the kitchen that we do not use today. The large wooden box under the table was a dough trough where bread dough was put to rise. The large lift-top chest stored wood for the fire. Catherine could not scoop coffee out of a can and plug in her pot; she had to roast the beans and grind them by hand in her coffee grinder. Bags of flour and barrels of sugar, molasses, and vinegar took the place of today's cartons and jars.

Since the home contained no electricity, refrigeration, or running water, Catherine had to use muscle and hand tools to run her house. This kitchen is certainly not the labor saving kitchen of today.

Sample Student Objectives:

The student will be able to name and describe five household items of the 1830s and explain their uses.

The student will be able to write an essay describing the life of a woman in the 1830s.

The student will be able to write an essay comparing the role of a housewife in 1830 and today.

Object Examination, Interpretation, and Speculation:

a. Vocabulary: earthenware, kuche, trough, labor saving.

b. Locate: Manheim, Lancaster County, Pennsylvania.

c. Sample questions:

* **(slide 1- general shot of kitchen.) Explain to the students that this is a museum exhibit of a typical kitchen of the 1830s.**

* **Describe the kitchen. What types of things do you see in the kitchen? What can you identify in the picture? Of what material are most of the objects made? Why do you think that this is true?**

  (Items they may mention are the stove and the fireplace as well as items for cooking. Many of the items are made of wood but some are made of iron.)

* **(slide 2) fireplace. Why do you think they have both a stove and a fireplace?**

  (Both the stove and the fireplace can be used for cooking but the average Pennsylvania German woman would have preferred the fireplace to the new stove. Stoves were not popular cooking items until later in the century.)

* How many of the following kitchen items can you identify? Can you explain their use in 1830? Are these items in common use today?

* (slide 3) misc on top of fireplace.

* (slide 4) cooking utensils.

* (slide 5) stove with bellows used to start or maintain the fire in the fireplace.

* (slide 6) doughbox. Since most kitchens were drafty the bread was placed in the dough box to rise.

* (slide 7) meat grinder.

* (slide 8) sausage stuffer. Sausage stuffers were used to force the sausage meats into the casings.

* (slide 9) cabbage grater. Used mainly for making sauerkraut.

* (slide 10) wooden bowl. The wooden bowl was more durable than the ceramic.

* (slide 11) hanging pot. These were used to hang the pot over a fire.

* (slide 12) spider pan on legs. Used to fry food over coals or low flame.

* (slide 13) shot of kitchen with barrel. Why would a woman of the period have a wooden barrel in her kitchen?

  (Food storage)

* (slide 14) bread oven paddle. Can you identify this item?

  (Bread ovens were normally located outside the house. Bread was generally made once for the entire week.)

* (slide 15) oil lamp. What was this item used for?

(Because there was no electricity in 1830, the only source of light at night was the moon, a candle, or a lamp.)

* **(slide 16) clothing of men and women. Can you describe the clothing of the people. How does the clothing of the period compare to clothing of today?**

* **(slide 17) spinning wheel. What is this item? Why was it important for a woman of the period to know how to use this item?**

(Pennsylvania German farm women often spun their own thread which they took to a professional weaver, usually a man, who would weave the thread into cloth.)

* **(slide 18) flat iron and trivet. What are these items?**

(ironing was done by heating the iron either on the stove or in the fireplace and pressing the clothing. Because the clothes would stick to the iron, it was sometimes coated with a thin layer of bees wax.

* **(slide 19) ironing. The kitchen table covered with cloth was the ironing board of the day.**

* **(slide 20) kitchen scene What items, common in a modern kitchen, are missing from this picture?**

(items mentioned might include a refrigerator, a microwave, and other electric appliances.)

* **How does the life of a woman of the 1830s compare with the life of a modern housewife?**

(Answers should include the lack of labor saving devices and the increased time that it would take to cook and do other chores.)

* **With this type of work to do, how tired do you think the average woman would be by the end of the day?**

* How did the lack of labor saving devices impact on women's ability to work outside of the home?

  (Women, by custom the custodians of the household, found it difficult to work outside of the home because of these responsibilities. It has only been recently, with labor saving devices introduced into the home and the change in attitude of society, that women have been able to compete in the work place.)

For more information:

Adam Danner's World, a permanent exhibit at the Hershey Museum, Hershey, Pennsylvania.

David Katzman. Seven Days a Week, Women and Domestic Service in Industrializing America. (1978).

Alice Kessler-Harris. Women Have Always Worked, A Historical Overview. (1981).

Stevenson W. Fletcher. Pennsylvania Agriculture and Country Life, 1840-1940. (1955).

Last Will and Testament: An Example of How Women Were Treated in the 1840s (Document Lesson)

The Larger Picture:

The man of the 1840s was the provider for his family in life and in death. He had to be ready to reach out even from the grave to protect his wife and children from the cruel world. Until the later part of the ninteenth century, both custom and law did not permit woman to own their own property because it was believed that they were not intelligent enough to deal with the world of business.

Potential units that could incorporate this lesson:

- American History unit on pre-civil war period.
- American History unit on women's studies.
- American Government unit on law.
- Sociology unit on the family.

Content and source:

The Last Will and Testament of Daniel Reeme, Linglestown (Dauphin County) Pennsylvania, 16 September 1844 (Hershey Museum Archives; Unit/Shelf H 1-7, Box/Tub 62, Folder 42.)

Time: one or two class periods.

Background Information:

The document that you are going to examine in this unit is a legal will drawn up in 1844 by Daniel Reemer of Linglestown in Dauphin County, Pennsylvania.

The will indicates that Reemer is a wealthy farmer of the era. He is a landowner and has a wife and ten children.

The document, which outlines what will be done with Reemer's property and possessions after his death, offers the student the chance to examine not only the physical property of a man of the period but also offers a glimpse into the attitudes towards women that were typical of the age.

In 1844, woman were treated as second class citizens. They could not vote or hold public office. Few women were able to receive a formal education. It was believed, during the period, that a woman's brain and nervous system could not stand the strain of difficult subjects.

Until the passage of the Married Woman's Property Law in 1848, married women in Pennsylvania were not permitted to own property. When she married, her husband gained all rights to her land, possessions, and income.

The major purpose of the woman of the period was to bear and raise children and to serve man. The major "career" goal of a woman was to be a wife and a mother. The women's movement grew out of the fight to abolish negro slavery. Women began to realize that they were little more than slaves to their husbands.

In 1848, Elizabeth Cady Stanton and Lucretia Coffin Mott organized the Women's Rights Convention at Seneca Falls, New York. At this convention, noted as the start of the woman's movement in the United States, the delegates passed the Seneca Falls Declaration which called for, among other things, the right of a woman to own property.

Sample Student Objectives:

The student will be able to write an essay comparing the role of men and women in the 1840"s.

The student will be able to write an essay comparing the role of a woman in 1840 with a woman of today.

The student, pretending to live in 1840, will write a letter to the editor of the local paper about the treatment of women.

The student will take part in a debate on the topic "Women, should they be allowed to own property"?

Document Examination, Interpretation, and Speculation:

a. Vocabulary: transitory, to vis, therto (thereto), hereinafter, executor, appraised, aforesaid, legacies, (seal).

b. Locate: Susquehanna Township, Linglestown

c. Sample questions:

* **What is the purpose of the document?**

  (This is a legal will which states what will be done with the property owned by Daniel Reemer after his death.)

* **What did he want done with his property?**

  (1) Debts were to be paid.

  (2) Wife, Mary Ann, receives one bed and one cow along with fifty dollars worth of household/ kitchen furniture plus use and occupation of house in Linglestown or one third of the rent money from lease for three years and enough feed for a cow and a pig. If she did not wish to live in the house it would be appraised and sold in three years. The wife would then receive $75 a year for three years and receive $90 a year after that from the sale of the plantation and the investment of the money.

  (3) Son, Daniel, receives two hundred dollars plus use of the plantation and seed for three growing seasons. Daniel is to be reimbursed for repairs made and will have use of the still house, still, and watering place, for three years.

(4) All remaining money, including debts owed to the estate and future legacy from Aunt Ester Palimore, would be paid to the children in equal parts after any loans made to the children were deducted.

(5) Sons Jonas and Daniel were named as executors.

* **What was the significance of the bed being mentioned in #2 above?**

(A bed was an expensive item. During this time it also included the bedding.)

* **Was Mrs Reemer well taken care of by the terms of the will?**

(Ninety dollars a year went a lot further in 1840 than it does now. A laborer could expect to earn about fifteen dollars a month. She was reasonably well taken care of by the standards of the day.)

* **What does the document say about women?**

(Not much that is positive. The most important thing is that they were not to be trusted with business decisions.)

* **How do you react to this?**

(Discussion should prove to be quite lively!)

For more information:

Jeanne Boydston, et all. The Limits of Sisterhood: The Beecher Sisters on Women's Rights and Women's Sphere. (1988).

Charles W. Dahlinger. "The Dawn of the Woman's Movement: An account of the Origin and History of the Pennsylvania Married Woman's Property Law of 1848," Western Pennsylvania Historical Magazine. (1918).

Eleanor Flexner. Century of Struggle: The Women's Rights Movement in the United States. (1959).

Israel Kugler. From Ladies to Women: The Organized Struggle for Women's Rights in the Reconstruction Era. (1987).

Louise Michele Newman, ed. Man's Ideals/ Women's Realities. (1985).

David Rubinstein. Before the Suffragettes: Women's Emancipation in the 1890's. (1986).

(Document Transcription)

In the name of God amen I Daniel Reemer of the county of Dauphin and State of Pennsylvania being weak in body but of sound mind memory and understanding considering the uncertainty of this transitory life do make and publish this my last will and testament in manner and form following to vis---

It is my will and I order that all my just debts and financial expenses be duly paid and satisfied as soon as conveniently can be after my decease,

Item, I give and bequeath unto my wife Mary Ann one bed and cow at her own choice together with fifty dollars worth of my household and kitchen furniture as she may choose to keep for her own use

Item, I give and bequeath to my wife Mary Ann the use and occupation of my house in Linglestown with the adjoining lots and improvements therto belonging. Note preparing during her lifetime should she deem it proper to live in if not my said hereinafter named executor shall then lease it year after year for those years and she shall draw the one third of the rent from said and after the three years they shall have it appraised and sold to the best advantage either in public or private sale, as to command the best price.

Item, I give and bequest unto my son Daniel two hundred dollars paid to him so some money come to their hands (Ec__)

Item, my mountain land in Susquehanna Township shall be sold by my executor as soon as possible after my decease

Item, it is my will that my son Daniel shall keep and possess my plantation now under his occupancy for three years from the spring following my decease, find the one half of all the seed grain such as wheat, rye, and oats mill corn and all the glover and Timothy seed and the other half of the seed grain mentioned my said executor shall field and my son shall thresh it and deliver this other half to my said executor in the bushel not over five miles from said plantation also delivered unto my said wife Mary Ann in said town as much hay as shall feed one cow over winter & such pasture for the summer for one cow and one or two hogs as she may see proper

Item should my said wife not see proper to keep house then my said son Daniel shall _____ the hay and make the best use of it he can sell or feed it all the hay and straw he can spare he may sell from the place and also the Glover

seed and Timothy seed in case the he can make more than he needs for his own use.

Item after the three years have expired then my said executor shall take two respectable persons in the neighborhood and have it appraised and sold at public sale to the best advantage and out of the proceeds fifteen hundred shall be put on interest at six percent and the yearly interest (ninety dollars) to be paid to my beloved wife Mary Ann during her lifetime and for three years living in town before the sale of my farm shall have seventy five dollars a year paid her as she needs it.

Item after the sale of the real and personal estates shall be disposed of to the best advantage then my ten children shall have share and share alike after deducting the charges made by me against my children as they have already received so that the shares will become equal. Should the proceeds of the sale over run the demands against my estate at anytime within the three years lease to my son Daniel then the proceeds to be paid to my children share and share alike beginning with those who have nothing and so on until they all have share and share alike.

Item it is my will that my son Daniel be paid for the repairs done to the still house and watering place and also have the use of said still cider press for the term of three years including apple mill and all the materials belonging to the still house.

Item all the money owed me by notes or bonds or book accounts as they shall become due shall be collected by my said executor and divided as aforesaid among ten children and also the legacies due me after the death of my Aunt Ester Palimore my said children shall collect it and also divide in manner aforesaid.

Item lastly I nominate, constitute and appoint my sons Jonas Reeme and son Daniel Reeme to be my executors of this, my last will hereby revoking all other wills legacies and requests by me herefore made and declared this my last will and testament signed sealed and delivered in the presence of us

Frederick Keener the 26th day of September AD 1844
William Houtze Daniel Reeme (seal)

In the Name of God Amen I Daniel Reese of the County of Northumberland and State of Pennsylvania, being Weak in body but of Sound Mind, Memory and Understanding considering the Uncertainty of this Transitory life do Make and Publish this My last Will and Testament in Manner and Form following Viz —

1st It is My Will and I do Order that all My just debts and funeral expenses be duly paid and Satisfied as soon as Conveniently can be after My decease,

Item I give and bequeath unto My Wife Mary Ann One bed and Cow at her own Choice together with fifty dollars Worth of My house hold and Kitchen furniture as she may Chuse to Keep for her own use

Item I give and bequeath unto My Wife Mary Ann the use and Occupation of My House in Lewistown With the adjoining Lot & Improvements thereto belonging Now possessing during her lifetime, Should She Deem it proper to live in if not My Sons hereinafter named executors Shall then Let it year after Year for three Years and She Shall draw the One third of the Rent from Said and after the three Years they Shall have it appraised and Sold to the best advantage either at public or private Sale, as to Command the best price —

Item I give and bequeath unto My Son Daniel two Hundred dollars paid to him by I— Money come to their hands (Etc.)

Item My Mountain land in Susquehanna Town Ship Shall be Sold by My executors so Soon as possible after My decease

Item It is My Will that My Son Daniel Shall Keep and possess My plantation Now under his occupancy for three Years from the Spring following My decease, and the Stock of all the Sted grain such as Wheat, Rye, & oats With Corn and all the Clover & Timothy Seed, and two thirds of the Seed grain Mentioned My Said executors Shall Sell, and My Son Shall thereof at once deliver the same duly to My Said executors in the bushel and measure

Miles from said plantation also Cellar Rights for my said
Wife Mary Ann in said Town as much Land as shall
cover One Cow one Horse & one pasture for the Summer
for One Cow and One or two Hogs as she may see proper
Item I Will that my said Wife not see proper to keep house then
my said Son Daniel Shall have the Hay and Make the best
use of it he can Sell or feed it all the Hay and Straw
he can spare he may sell from the place and also the
Flower Seed and Timothy Seed in case they can make
more than he needs for this Cow use —
Item after the three years have expired then my said
Executors shall take two respectable persons in the Neighborhood
and have it Appraised and Sold at public Sale to the
best advantage and out of the proceeds fifteen Hundred
dollars Shall be put on interest at Six per Cent and the
yearly interest (ninety dollars) to be paid to my beloved
Wife Mary Ann during her Life time and for three years
Living in Town before the Sale of My Farm Shall have
Twenty five dollars a Year paid her as she needs it
Item after the Sales of My Real and Personal estate Shall be
disposed of to the best advantage then My ten Children
Shall Each Share and Share alike after deducting the
Charges Made by me against My Children as they have
already Received So that the Shares will become equal,
Should the proceeds of the Sales overrun the demands —
against My estate at any time within the three years
Leave to my Son Daniel then the proceeds to be paid to My
Children Share and Share alike beginning with those who
have Nothing and so on until they all have Share and
Share alike
Item It is My will that My Son Daniel be paid for the
Repairs done to the Still House and watering place and
also have the use of said Still and Cider Press for the
term of three years including apple Mill and all the Mate-
rials belonging to the Still House

Item. All the Money due me by Notes or Bonds or Book accounts or they shall become due shall be Collected by my said Executors and Divided as aforesaid among the Children and also the legacies due me at the time of the Death of My Aunt Esther Valentine deceased to the Trustees and also Divided in Manner aforesaid

And lastly I Nominate Constitute and Appoint My Sons Jonas Reese and Son Daniel Reese to be the Executors of this my last Will, hereby revoking all other Wills Legacies and bequests by me heretofore made and declaring this My last Will and testament Signed Sealed and Delivered in presence of us the 26th day of September AD 1844

Frederick Reese
William Hontz

Daniel Reese Seal

BEST COPY AVAILABLE

Helpful Hints:
What Was Saved From The Newspaper,
1836-1856
(Document Lesson)

The Larger Picture:

The newspaper is not only a depository of news but also a reflection of the period in which it is published. By looking at the types of things that people read in newspapers of the time it is possible to examine the lifestyle of the period 1836-1856.

Potential units that could incorporate this lesson:

- American History unit on social life pre Civil War.
- American History or Sociology unit on Women's studies.
- Newspaper in Education class.

Content and source:

Flyleaf from John Miller's Milling Book of Lower Paxton Township, Pennsylvania from 1836-1856. (Hershey Museum Archives, Unit/Shelf H 1-4).

Time: one or two class periods.

Background Information:

Many American households purchase a daily newspaper because family members enjoy reading the news, sports, and comics that are published every day. Most of the paper is read once and discarded. News is "news" for a short period of time.

Sometimes, though, an article will catch our interest, be torn from the paper, and referred to again and again. Households or individuals often have a place to store these

items so they can be found and the information reread when necessary.

One example of this was found in a ledger/account book kept by John Miller, the owner and operator of the Goose Valley Mill (also known as Crum Mill) in Paxton Township, Dauphin County, Pennsylvania, between the years of 1836 and 1856. While most of the book was filled with the names of people served, the amount charged, and the date the account was paid, the flyleaf was reserved for a series of glued in newspaper clippings.

The purpose of this exercise is to: (1) have the student examine part of the life styles of the people of 1836 to 1856 by reading John Miller's newspaper clippings and compare what they have discovered with today's lifestyle and (2) to have the student think about the types of information found in today's newspapers and compare it with the type of information found in the past and the future.

Sample Student Objectives:

The student will make a list of five differences that can be deduced from the document between the lifestyle of John Miller and a person living today. The student will write an essay explaining these differences.

The student will clip five news articles from a current newspaper that they feel would be worth saving. The student will be able to explain to the class why these articles were selected.

The student will make a list of five "how to" articles that the student would like to see published in the local newspaper. The student will write a "letter to the editor" requesting that these articles be published and explaining the reasons why people would want to read and save these articles.

The student will write an essay explaining why he or she would save or not save the articles in the document.

The student will project into the future and list five similar articles that might appear in a newspaper one

hundred years from today. The student will write one of the articles.

Content and source:

Flyleaf from John Miller's Milling Book of Lower Paxton Township, Pennsylvania from 1836-1856. (Hershey Museum Archives, Unit/Shelf H 1-4).

Time: one or two class periods.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: tallow, salsoda (salt of soda), borax, pulverized, lampblack, cholera, ravages, copperas, verdigrease (verdigris), ointment, drachma.

b. Sample questions:

* **What types of news articles did John Miller save? Is there a pattern or are they random? Why do you think he saved these articles?**

(The articles are all of a practical nature for a person of the period and contain information on how to make things that were used by the common person but could not easily be purchased. While it is not certain why Miller saved these particular articles, it would be logical to assume that they provided information on items that he needed for himself or were needed by people in his community and that were not available at the local grocery store. One question that remains a mystery is why these clippings were saved in the store ledger and not at home.)

* **Even though we do not know why he saved these particular articles, can you hypothesize as to why a miller might have saved them?**

(One guess would be that the miller was a source of general information for the community. Because people were often in and out of his establishment

he would be a logical person to ask if there was a question of a household nature. This could be why they were saved in the store ledger.)

* **What types of articles found in today's newspapers will no longer be useful in one hundred years? What type of articles would be useful?**

(these answers will vary depending on what the students find in the current paper.)

* **What is the difference between hard and soft soap? How is this difference obtained in the recipes?**

(Hard soap will dissolve and lift dirt faster than will soft soap but it is much harsher to the skin. The major difference in preparation is that soft soap contains less grease and more water.)

* **What is the difference between soap and washing compound?**

(Washing compound is made from a soap mixture but also contains borax and salt of soda both of which will help to lift the dirt out of clothing.)

* **Are the ingredients in the recipes items that would be found in a home or available for purchase in 1836? Would you expect to find them in a home today?**

(Many of the items are not found today as raw materials in the average American home. They must have been available in the earlier period in their raw form so people could make soap and ink when needed.)

* **The life of a person from 1836 to 1856 was much different from the life that most Americans lead today. How does this document help to point out these differences.**

(Today if a person wants soap, ink, salve, glue, or rheumatism medicine he or she can go to a store and purchase these items in a ready-to-use format. The fact that these items needed to be made from

their ingredients indicates that a person (normally the woman of the house) had to spend more time on the day-to-day basics of life and had little time left over for "other things."

* **Most of the articles saved pertained to chores that would have been performed by the woman of the household. How would this type of lifestyle affect the ability of women to hold jobs outside the home?**

(Since most household item were made from "scratch," the woman's job was often to cook, clean, and handle other family chores, with little time left over for an outside job.)

For more information:

The Danner exhibit of the Hershey Museum in Hershey, Pennsylvania, shows the kitchen of Catherine (d 1831) and Adam (d 1850) Danner. This full size kitchen will give the students a feel for the period. For a comparison with a later period, the students can look at the exhibit titled "Little Change in the Kitchen" that is part of the Victorian America exhibit at the Hershey Museum.

Ruth Schwartz Cowan. More Work For Mother: The Ironies of Household Technology From The Open Hearth To The Microwave. (1983).

G. K. Hall. Domestic Technology: A Chronology of Development. (1988).

Joan M. Jensen. Loosening the Bonds: Mid-Atlantic Farm Woman, 1750 - 1850. (1986).

John Seymore. Forgotten Household Crafts. (1987).

A CHEAP HARD SOAP.

This Soap can be made of any kind of waste Grease. It eats up all kinds of Grease; Pork and Bacon Rinds can be used: add 5½ pounds of Soda Ash; and eight pounds of unslacked Lime to 12 gallons of Soft Water, stir well; and when the Soda is all dissolved, let it stand and settle until the Liquid is clear, then pour off the same into a Brass, Copper or Iron Kettle, then add 36 pounds of Grease, add 12 gallons more of water to the Lime sediments; and add this Fluid when wanted until used up while boiling, not putting in any of the Lime Sediments; boil 2 hours, then stirring in one pint of coarse fine salt, pour out into a tub or jar and cut up into bars when cold. This makes a nice Soap.

To Make Soft Soap out of the Same.—Use 5 lb. of Soda Ash, 15 lb. of Grease and 48 gallons of water. Dissolve the Lime and Soda in 8 gallons of water, by stirring well—then let it settle and pour off the clear fluid—put it into a kettle and add the Grease, boil it one hour, then add the balance of the water 48 gallons, and boil until it gets thick.

FARMERS' CHEAP HARD SOAP.

This Soap may be made of Lard, Tallow, (or waste Grease cleansed.) Lard and Tallow must not be mixed to make this Soap, and if the Grease is sale it must be made fresh by melting in hot water over the fire.—Dissolve 12 lbs. of Salsoda in 6 gallons of soft water, add 4 lbs. of Stone Lime, bring these to a heat 10 minutes, cool off and let it stand 12 hours, then pour off the clear fluid not disturbing the sediments, put it in a brass, copper or iron Kettle, then add 12 lbs. of grease. Boil until it becomes thick, stirring occasionally—pour out into a tub or jar and cut it into bars when nearly cold, and it will be fit for use. No salt is required.

To make TOILET SOAP of the same—take out of the soap when warm one quart, into a separate dish, add to it ½ an ounce of the oil of Sassafras, or any other suiting fancy. Stir in well.

THE CELEBRATED American Washing Compound.

First—Dissolve 3 ounces of borax and 3 ounces of salsoda in 3 pints of soft water, then add 2 pounds of chemical or good bar soap, shaved up fine, and stir over a slow fire until thoroughly dissolved.—This compound will extract grease from clothing—is good in hard water—good for chapped hands, &c.

TO MAKE BLUEING.

Take 1 ounce of Chinese Blue (or one ounce of the best Prussian Blue)—half an ounce of Oxalic Acid. Both must be pulverized. Add 1 quart of soft water, and bottle up for use. In small families mix part of the whole in 1 pint of water, the rest when wanted. This Blue is held even in the water by the acid, and it will not speck or dinge the clothes. One or two table spoonfulls of it is sufficient for a tub of water, according to the size of the tub. It saves part of the expense, and gives satisfaction to all.

WATER PROOF BLACKING.

Tallow 2 pounds, Beeswax 1 ounce. Sperm Oil ½ gill, white of 2 eggs, Lampblack 1 ounce—melt the tallow and beeswax first, over a slow fire, then add the sperm oil; let this cool so you can hold your finger in it, beat the egg well, add it to the rest, add the Lampblack, stir it well, and it is done. It can be reduced with any kind of oil to suit your fancy.—When applied to Harness mix the oil and blacking over a slow fire.

Hog Cholera.—I see advices daily in your columns of the ravages of the hog cholera. The disease can be wholly prevented by feeding a plentiful supply of wood coals and ashes and giving copperas in their drink in proportions of one-half pound to ten hogs. Farmers will find hogs will leave any feed to eat coals and ashes, and when treated in this way can mingle with cholera hogs without danger. It will be necessary to keep them from all drinks until they partake of the copperas water freely. From an Ohio farmer, who speaks from experience.—*Cor. St. Louis Republic.*

RECIPES.

HORSE OINTMENT.

Take Lard the size of an egg, Rosin the same, Beeswax the same, Honey, 1 gill, Turpentine, 1 gill, simmer these all together over a slow fire, then set off from the fire, and mix in 1 ounce of Verdigrease, be careful not to get it on fire. This is one of the best ointments for horse-flesh in the United States I agree with it, and is good for fresh cuts, bruises, or old sores, galls, sprains, &c., and will effect some wonderful cures.

BLACK INK.

Take Soft Water, 1 quart, (warm)—add 1 ounce, copperas, crushed; Gum Arabic, 2 ounces—Nutgalls, pulverized, 4 ounces; Whole Cloves, 2 drachms Let the whole be near the fire for a few days, and shake up occasionally, then pour off the ink, not disturbing the sediments.

BLUE INK.

Paris Blue, ½ ounce, Oxalic Acid, ½ of an ounce, (powdered fine), Soft Water, 1 quart. Mix well.

RED INK.

Carmine, 12 grains, Spirits of Ammonia, 3 ounces, heat and add Powdered Gum Arabic, 16 grains; and stir until dissolved.

VIOLET INK.

Take Violet Aniline, 40 grains, Alcohol, 1 gill, mix well, without heat, then add 1 quart of soft wa-

HAIR OIL.

Castor Oil, 1 pint, Alcohol, 1 quart, mix well, and add Oil of Cinnamon, ½ ounce, Oil of Bergamot ½ ounce.

ALL HEALING SALVE.

(It can't be beat.) 1-6 Camphair Gum, 1-6 Beeswax, 1-6 Rosin, 3-6 Sheep's Tallow. Let these all simmer together over the fire.

STICKING SALVE.

Mutton Tallow, ½ ounce, Beeswax, ½ ounce, Rosin, ½ pound, melt over the fire.

MUCILAGE.

Mix equal parts of Gum Arabic and Water in a bottle, place it near the fire, stir or shake it well until it is dissolved, add a few drops of Alcohol to keep it.

ESSENCES OF ALL KINDS

Add 1 pint of Alcohol to 1 ounce of any kind of Oil that you want the Essence of.

FOR RHEUMATISM.

1 ounce Saltpetre, 1 ounce Sulphur, ½ ounce Camphair Gum, 1 quart of good Old Rye Whiskey. Directions—1-3 of a wine glass 3 times a day, for a few weeks, half an hour before meals, and at bed time, then omit for a few days, commence again and continue until cured.

REFINED SYRUP OF HONEY.

Take 10 lbs. of Sugar, 3 lbs. of Water, 1½ lbs. of Bees' Honey, 40 grains of Cream Tartar, 12 drops Essence of Peppermint, the White of 2 Eggs, and boil fifteen minutes over a slow fire, skim well, then strain through a cloth, then let it cool to about milk warm, and add 1½ lbs. Bees' Honey—stir well together, and you have a good Syrup of Honey.

BEST COPY AVAILABLE

Old John Brown,
A Song for Every Southern Man
(Document Lesson)

The Larger Picture:

The concept of people living under the rule of law is a value that Americans prize but there have been times in our history when an individual has risen from the crowd and placed himself above the law.

One such individual was John Brown, the leader of the raid on Harper's Ferry. Would this incident lead to further revolts? Not if the writer of "Old John Brown" had had his way.

Potential units that could incorporate this lesson:

- American History unit on the causes of the Civil War.
- Sociology unit on individualism.
- American Government unit on the role of government.

Content and source:

"Old John Brown: A Song for Every Southern Man." circe 1860. (Hershey Museum Archives; Unit/Shelf F 1-6, Box/Tub 35, Folder 1).

Time: one or two class periods.

Background Information:

John Brown was a middle aged resident of Osawatomie (Ossaawatommie), Kansas, and a firm believer in the abolitionist movement. Slavery, he felt, was an evil force and must be abolished at any cost. Further, Brown believed that God spoke to him and that he had been directed to free the slaves by force.

Brown first gained notoriety on May 24, 1856, when he lead a small group as the leader of the Pottawatomi Massacre. This incident, where pro slavery settlers were dragged from their homes and both murdered and mutilated, was viewed with such horror that it gave rise to the term "Bloody Kansas."

Brown was never punished for Pottawatomi and later turned his attention to the American South. His new objective was a military raid which would spark the black slaves to rise up and end their servitude.

On October 16, 1859, Brown, with a group of twenty-one supporters, attacked and took over the United States Arsenal at Harper's Ferry, Virginia. The slave support that Brown expected never came. The local military did.

Led by Colonel Robert E. Lee, the soldiers soon overwhelmed the fort and Brown was taken captive. In a quick trial, Brown was found guilty and condemned to die.

There were many in the south who did not want Brown executed. Fearing that Brown would become a martyr, they appealed to Virginia Governor Henry A. Wise to stay the execution and place Brown in confinement for life.

Wise ignored the pleas and Brown received a public hanging December 2, 1859. Those who feared that John Brown would be given martyr status were correct. He became a hero to the abolitionists and his memory was a source of unrest in the south.

Sample Student Objectives:

Given a copy of the song sheet "Old John Brown: A Song For Every Southern Man" the student will be able to cite passages that tell (1) the story of John Brown and (2) what will happen to others if they rebel.

Using John Brown and Harper's Ferry as an example, the student will be able to write an essay which compares the rights of the individual with the rights of society.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: arsenal, "Southern darkies."

b. Locate: Harper's Ferry, Richmond, Charlestown.

c. Sample questions:

* **According to the song, did Brown have a right to attack Harper's Ferry?**

  "...They did not have no right."

* **How was Brown treated after he was captured? Why did the author of the song want his audience to know this?**

  ("...into prison throw'd him...chains upon his legs ...arms ...verdict of jury hung." The author wanted everyone to know that if they tried to stage a revolt then the same thing would happen to them.)

* **How did the government treat the rest of Brown's party?**

  (The song mentions Cook and Coppie who were two accomplices who were caught and sent to prison. They attempted to escape but were caught and eventually executed. The song does not tell you this, but out of the original party ten were killed, five were captured and six escaped.)

* **According to the song, what happened to John Brown and his supporters after they died?**

  (They were denied entrance to heaven and condemned to hell.)

* **What advice was given to the people of the south?**

  (Do not deal with the northern people. All they want is to take your money and free the slaves.)

* **What advice does the song give the negro slave?**

  (...Mind your masters, ...never run away, ...Don't trust the northern agent ...they will lie to you ...take you north ...and starve you.)

* **Why do you think that this song was written and performed in the south? What type of person would have written and dispersed this song?**

(This would be a good chance to talk about propaganda and forms of control (religion, nationalism or sectionalism), fear of imprisonment and execution, and fear of the unknown.)

* **John Brown believed that he was right and that this belief was more important than law. Can you think of any time when this might be true or should the law, justly derived in a democratic fashion, always be followed?**

(This open ended discussion will center on the concept of the rights of an individual vs the rights of the group. Some sub topics might include (1) the purpose of government and what benefits are to be derived in relationship to the individual freedoms that are lost, (2) The permanence of the arrangement, i.e. can a person withdraw from the society, and (3) The role of individual conscience and a society's response when a person violates the rules.)

* **Because he took the law into his own hands, John Brown was a martyr to some and a lawless rebel to others. Can you think of any other people, either in history or in the news today, that fit this description? How does history view this type of person? How does society respond to this type of person?**

(Answers could vary from Benedict Arnold to George Washington and from Jesus Christ to Martin Luther. Potential answers would also include the international terrorists that are in the news today. The point to be derived from the discussion is that the side we believe in often colors our perception. Society has a record of supporting the status quo and will often be at odds with the individual.)

For more information:

Jules Abels. Man on Fire: John Brown and the Causes of Liberty. (1971).

Richard O. Boyer. The Legend of John Brown. (1972).

Stephen B. Oates. To Purge This Land With Blood: A Biography of John Brown. (1970).

Stephen B. Oates. Our Fiery Trial: Abraham Lincoln, John Brown, and the Civil War Era. (1979).

OLD JOHN BROWN,

A Song for Every Southern Man.

Now all you Southern people, just listen to my song,
It's about the Harpers' Ferry affair, it is not very long.
To please you all I do my best, I sung it in other towns,
And while I am in Richmond, I'll tell you about old Brown.

Chorus. Old Ossawattomie Brown! old Ossawattomie Brown!
That will never pay,
Trying to come away down South,
And run the niggers away.

Old Brown and Cook, and a dozen more, to Harpers' Ferry went,
They got into the arsinel there, they did not have no right;
Old Governor Wise heard of this, he started from Richmond town,
He went to Harpers' Ferry, and there he caught old Brown.
Chorus, &c.

They took him down to Charlestown, and into prison throw'd him;
They put two chains upon his legs, Oh yes! it was to hold him,
They put two chains upon his legs and two upon his arms,
The virdict of the jury was, old Brown he should be hung.
Chorus, &c.

Cook and Coppic were in prison, they thought about escaping,
They got upon the wall, but they could not save their bacon!
The guard he saw them up there, at them throw'd his pill;
Old Cook tumbled over just like he had been killed.
Chorus, &c.

Now they all are dead and gone to heaven some do say,
The angels standing at the gate to drive them right away;
The devil standing down below, he calls them for to come,
It's no use now old John Brown, you can't get a chance to run.
Chorus, &c.

Now all you Southern people a little advice I give;
Patronize the South and the State in which you live;
And not unto Northern people your money never pay,
They have their agents in the South, to run your slaves away.
Chorus, &c.

Now all you Southern darkies, a word to you I'll say;
Always mind your masters, and never run away,
And don't mind these Northern agents, they tell to you a lie,
They get you at the North, and starve you 'till you die.
Chorus, &c.

BEST COPY AVAILABLE

Major-General Geary's Record
(Document Lesson)

The Larger Picture:

Living in a democracy provides Americans with a choice that most people of the world do not have; the choice of who to elect to public office. The Pennsylvania Governor's race of 1866, set in the pre Civil War reconstruction era, gives us a glimpse of elections of the past. This election had national implications because it gave the Radical Republicans a chance to test their popularity against a supporter of President Johnson.

Potential units that could incorporate this lesson:

- American History unit on Reconstruction Period.
- American Government unit on voting.

Content and source:

21x14 broadside "Major-General Geary's Record" (for the election to Governor of Pennsylvania). (Hershey Museum Archives; Unit/Shelf I1, Box/Tub 1, Folder 4.)

Time: one or two class periods.

Background Information:

At the national level, politics in 1866 was in a turmoil. Lincoln had been assassinated and his Vice President, Andrew Johnson, had assumed the office.

Johnson, a Tennessee Democrat, had only been nominated to the vice-presidency for political reasons. A weak man, he had no particular abilities or skills as a statesman. He had, however, resisted the secession of his native state to the Confederacy and as a direct result had been named

military governor of Tennessee by the Lincoln administration. As the vice presidential candidate it was hoped that he would draw Democratic voters to the Republican ticket.

As President, Johnson championed a lenient reconstruction of the South based on a plan drawn up by Lincoln, but Johnson soon ran into opposition from the Radical Republicans who felt that the South should be punished for seceding from the Union. How did the American voters feel about this issue? Local races, as is often the case, reflected this national issue.

The 1866 Governor's race in Pennsylvania was run against this background. The Democrats nominated Heister Clymer, a civilian who supported Johnson's reconstruction policies, and ran on a white supremacy ticket. The Republicans ran John White Geary, a Democrat who supported the policies of the Radical Republicans.

This election was seen by many as a referendum on the policies of Johnson vs. the philosophy of the Radical Republicans.

Geary won the election in Pennsylvania 307,270 votes to 290,097, a margin of 17,173 and the Radical Republicans felt secure enough the following year to pass the "Tenure in Office Act" as the first step in their plan to impeach Andrew Johnson.

The document that you have for this unit is a broadside that would have been posted in Pennsylvania prior to the election of 1866 to encourage the people to vote for the Republican candidate.

The original size of the poster was 21 x 14 and is provided as a 8 1/2 x 11 document. Because the document is difficult to read in this format the bottom section has been reproduced on a larger scale.

Sample Student Objectives:

The student will list and explain five reasons, as outlined on the poster, why a person should vote for General Geary.

The student will write an essay explaining why they would or would not have voted for General Geary.

Based on the information given in the poster, students in groups of three or four, will produce a thirty second television spot encouraging the public to vote for General Geary.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: statesman, civil, classical education, destitute, assessed value, quell, "El Dorado."

b. Locate: Westmoreland County, Washington County, Panama, San Francisco, Kansas, Fort Levenworth, Alleghany, Cambria County, Vera Cruz, Mexico, Fort Sumpter, Harper's Ferry, Shenandoah Valley, Leesburg, Chancellorsville, Gettysburg, Atlanta, Savannah, Johnstown, Washington D.C., Susquehanna River.

c. Sample questions:

* **List reasons, as outlined on the poster, why a person should vote for General Geary.**

  (Sample answers might include that Geary had had a successful military career, had been governor of two states, was trained in the legal profession, and work as a volunteer for community organizations.)

* **Of the things listed, which is the most important characteristic for a candidate to have?**

  (This is an opinion question that will help the student to focus on what characteristics a political candidate should have to receive their vote.)

* **Based on the above discussion, would you have voted for the General in 1866?**

  (Whether they say yes or no does not matter as long as they support their opinion with logic or evidence.)

* **Based on this document and what you know about political campaigns today, how has the role of campaigning changed over the years?**

(Students might state that the voter had to read more in 1886 and could not be as passive or they might state that this document is more complicated to understand than the "thirty second sound bite" associated with modern campaigns. In a similarity with modern politics, the student might point out that the poster deals more with image than substance.)

For more information:

Edwin Stanley Bradley. The Triumph of Military Republicanism: A Study of Presidential and Presidential Politics, 1860 -1872. (1964).

Harry Martin Tinkcom. John White Geary: Soldier Statesman, 1819-1873. (1940).

MAJOR-GENERAL GEARY'S RECORD.

A CONDENSED SKETCH OF THE LIFE, CHARACTER AND SERVICES OF

A STATESMAN. A STATESMAN.

SOLDIER SOLDIER

MAJOR-GENERAL JOHN W. GEARY.

CIVIL CAREER.

JOHN W. GEARY,

Jefferson College, Canonsburg, Washington county, Pa

Indecency, Justice and Love of Truth

Postmaster of San Francisco, and Mail Agent for the Pacific Coast.

Masonic and Odd-Fellow Lodges,

First Alcalde of San Francisco,

Judge of the First Instance.

Against Slavery.

Personnel

First Mayor of San Francisco.

Efficient Voluntary Fire Department, (Silenced the Bell).

Free State Constitution for California,

Governor of Kansas,

"Equal and Exact Justice to all."

Resigns the Office of Governor of Kansas,

Colonel Kansas and Pennsylvania Infantry Attorney General of a City

A Man For and From the People.

MILITARY CAREER.

"The Amerces Highlanders,"

La Hoya, Cerro Gordo, Chapultepec and Canto de Belen.

Colonel of the Regiment.

Vindicate the Honor of the Old Flag,

Battle of Cedar Mountain.

The White Star

Battle of Chancellorsville

Battle of Gettysburg.

Battle above the Clouds!

To now Joined to Sherman's Forces

TO ATLANTA

Sherman on his March to the Sea.

Military Governor of Savannah.

Promoted to the Rank of a Major General

Surrender of Johnston

Pathfinder as a Statesman.

A Father a Citizen a Neighbor and a Friend.

The Friend of the Poor as People's Choice for the Mission of Pennsylvania

MAY THE PEOPLE ELECT HIM GOVERNOR OF PENNSYLVANIA BY FIFTY THOUSAND MAJORITY.

King & Baird, Printers, 607 Sansom Street, Philadelphia.

BEST COPY AVAILABLE

MAJOR-GENERAL JOHN W. GEARY

CIVIL CAREER.

JOHN W. GEARY,

born December 20, 1819, near Mount Pleasant, Westmoreland county, (Pennsylvania,) son of Richard and Margaret White Geary, among the most respected and influential families of Western Pennsylvania. Received a classical education at

Jefferson College, Canonsburg, Washington county, Pa.

studies law, and is admitted to the Bar; becomes also an eminent civil engineer, the foundation of his subsequent distinguished military career.

[illegible] up a steady, industrious youth, walking habitually in the paths of

Industry, Justice and Love of Truth.

January 22, 1849, appointed by President Polk

Postmaster of San Francisco, and Mail Agent for the Pacific Coast.

Owing to the undeveloped condition of California, and the great tide of emigration thitherward, one of the most arduous and responsible trusts then in the gift of the Government.

On his way to California is detained a Month at Panama, waiting for the steamer Oregon. Spends that month, not in lolling on couches of ease and indolence, but in organizing at Panama

Masonic and Odd-Fellow Lodges,

which prove agencies of relief to thousands of emigrant passengers, who are sick with the Panama fever, and in destitute circumstances.

April 1, 1849, arrives at San Francisco, in the steamer Oregon, after being two months on the way.

August 1, 1849, four months after his arrival, by an unanimous vote, is chosen by the people

First "Alcalde" of San Francisco;

also

"Judge of the First Instance,"

offices derived from the Mexican form of Government, having civil, criminal and admiralty jurisdiction; combining, in fact, all legislative, executive and judicial functions—offices of the first magnitude, and requiring rare administrative abilities.

Close of the year 1849, is re-elected by the people to these important offices, the vote standing: For Geary, 12,106! Against Geary, 1!

Under his administration, the assessed value of real estate in San Francisco rises from $35,000 to Five Millions, and of 2,500 civil and criminal cases adjudicated by him, appeals are taken in not more than twelve and not one is reversed.

May 1, 1850, is chosen, under the new charter,

First Mayor of San Francisco,

in which office he perfects the inchoate municipal government, quells riots, establishes law and order, checks extravagance, sustains the city's credit, and organizes a most

Efficient Voluntary Fire Department,

(Himself the Head),

By whose agency, on several occasions, the city is saved from threatened total destruction.

While Mayor of San Francisco, by reason of his commanding influence, exerted on the side of right, secures the [illegible] of

Free State Constitution for California,

And thus saves the State, forever, from the blighting curse of slavery.

Passes through the "Golden Gate" of the Western El Dorado, April 1, 1849; returns to Pennsylvania, April 1, 1852; having in less than three years achieved more for the good of his country, and of mankind, than most men achieve in a life of three-score and ten.

July 1, 1856, without any solicitation on his part, and without his knowledge, by reason solely of his eminent fitness for the post, is appointed by President Pierce

Governor of Kansas,

Then regarded, by common consent, owing to the distracted condition of the Territory, and the failure of three other Governors to secure peace, the most important trust under the Government.

Is unanimously confirmed by the Senate without the usual reference to a committee.

September 9, 1856, reaches Fort Leavenworth; demands

"Equal and Exact Justice to all,"

As the cardinal principle of his administration. Succeeds in restoring Law and Order, although often threatened with assassination. Wins golden opinions from all men, except the Border Ruffians and their allies. Predicts the Rebellion that followed, if speedy measures are not taken to check it

March 4, 1857, seeing that Pierce, and his Secretary of War, Jefferson Davis, are resolved, at the cannon's mouth, to force upon the people of Kansas a slave constitution, and that Buchanan is resolved to do the same, rather than lend himself to any such infamy, he indignantly

Resigns the Office of Governor of Kansas,

And returns to Pennsylvania, to private life.

When he shall assume the office of Governor of Pennsylvania, he will have been virtually and actually Governor in three States, viz.:

California, Kansas, and Pennsylvania, besides Military Governor of a City.

A distinction enjoyed by but few men.

MILITARY CAREER.

April, 1846, whilst employed as Civil Engineer and Superintendent of the Alleghany Portage Railroad, hostilities begin with Mexico, when he at once espouses the cause of his country, and recruits in Cambria county (Pa.) a company called

"The American Highlanders,"

Second Regiment, Pa. Vol's. Is unanimously elected by the men (not appointed by the Government) Lieutenant-Colonel of the regiment. Joins army of Gen. Scott at Vera Cruz. The regiment, under the [illegible] head of its brave commander, greatly distinguishes itself in the [illegible] ties of

La Hoya, Cerro Gordo, Chapultepec and Garita de Belen,

as also in storming the defences of the Capital. Is elected

Colonel of the Regiment,

(after the fall of Colonel Roberts,) the first military commission ever received by an American, in the proud City of the Montezumas. Peace having been wrung from Mexico, at the cannon's mouth, he returns to his quiet home in Pennsylvania, laden with hard-won and richly deserved honors.

April 12, 1861, treason opens her batteries on Fort Sumpter. Leaves his rural home in Westmoreland county, at the tap of the first drum, and receives from President Lincoln a commission to raise a regiment. Is resolved, weal or woe betide, to

Vindicate the Honor of the Old Flag,

sustain the Government, and maintain the Union established by the blood and valor of his and our fathers.

Sixty-six companies apply for permission to join his regiment. Regiment is raised to the standard of sixteen companies, or 1,700 men. Is known as the celebrated

"Knapp's Battery."

Is ordered to Harper's Ferry, then "the Front." Is assigned to the command of the Maryland Heights.

October, 1861, he and his men fight and win, against a largely superior Rebel force, commanded by Generals Ashby and Evans.

The Battle of Bolivar,

Geary being wounded in the right knee.

March 8, 1862, transferred to the Shenandoah Valley, where he captures Leesburg, and dislodges the rebels from their strongholds at Snicker's, Ashby's, Manassas and Chester Gaps.

April 25, 1862, promoted to the rank of Brigadier-General.

June 26, takes a conspicuous part in the

Battle of Cedar Mountain,

and is again wounded slightly in the left foot, and severely in the right arm.

May 1, 2 and 3, 1863, leads his division in the

Battle of Chancellorsville,

It distinguishes itself by deeds of great bravery, and receives the designation which it retained to the close of the war, viz.:

"The White Star."

July, 1863, is a prominent actor, with his division, in the

Battle of Gettysburg.

Occupies first Round Top, then Culp's Hill, performs memorable service.

Next, transferred, with the old 12th Corps, the Army of the Cumberland, is engaged in the battles of Wauhatchie, Mission Ridge, Ringgold Mission, and Lookout Mountain, the latter best known as the memorable

Battle above the Clouds!

In the battle of Wauhatchie loses his eldest son, Captain Edward R. Geary, a noble youth, only nineteen years of age, who falls, pierced by a rebel bullet through the forehead, at his father's side.

Is now Joined to Sherman's Forces.

In the campaign

TO ATLANTA,

participates actively in the battles of Mill Creek, Snake Gap, Resaca, New Hope Church, Pine Hill, Muddy Creek, Nose's Creek, Kolb's Farm, Kenesaw, Marietta, Peach-tree Creek, and the siege of Atlanta, the whole constituting a continuous battle of one hundred days! Accompanies

Sherman on his March to the Sea.

After the fall of Fort M'Allister, leads the advance upon Savannah, receives the surrender of the city, and is appointed, by General Sherman,

Military Governor of Savannah,

and, December 28, 1864, is complimented, by the citizens of the conquered city, for "his urbanity as a gentleman, and his uniform kindness in protecting their persons from insult, and their property from injury," who, with one accord, request his retention in that position.

January 12, 1865, in grateful recognition of his distinguished services, and because of his "eminent fitness to command and promptness to execute," is

Promoted to the Rank of a Major-General

Accompanies Sherman on his march through the Carolinas, and participates in the battles of Sandsboro', Davisboro', Saikahatchie, North and South Edisto, Red Bank, Congaree, Black River, and Bentonville, and is present with his brave

"White Star" Boys

at the

Surrender of Johnston,

having participated in sixty battles, been four times wounded, and having made the circuit of the entire Rebel Confederacy, fighting the rebellion from State to State, continuing with his gallant corps, from first to last.

Never once meeting with a repulse, or suffering a defeat!

Is present at the Grand Review in the City Washington—the Observed of Observers—and retires to his quiet and peaceful home on the banks of the Susquehanna, in the Valley of the Cumberland.

Personnel.

A person, over six feet high, soldierly and stalwart, robust and hardy, with a countenance frank and inviting, pleasing address, sensible and discreet, unobtrusive in manners, emphatically

A Man For and From the People.

In morals, pure and uncorrupted,
Without reproach and blameless;
Not a brawler nor a striker,
Not given to Covetousness or Pride,
Free from all the vices of Drunkenness, Licentiousness or Profanity.

Faithful as a Husband,

A Father, a Citizen, a Neighbor and a Friend,
Habitually under a sense of his high obligations to God and his Country,
A brave Soldier, an upright Magistrate,
The Sworn Enemy of Oppression,
The True Friend of the Rights of Man,
Opposed to all Executive Tyranny.

The Friend of the Popular or People's Branch of the National Government.

A Firm Believer in the Religion of Christ as the Apostles, in whom, under God, Pennsylvania will secure to herself a Chief Magistrate, who will reflect lustre alike on himself and on his Native Commonwealth

MAY THE PEOPLE ELECT HIM GOVERNOR OF PENNSYLVANIA BY FIFTY THOUSAND MAJORITY.

BEST COPY AVAILABLE

PLEASE NOTE: This lesson incorporates the showing of slides which are not included. The list is attached. These slides can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

The Indians of the American Plains
(Exhibit Lesson)

The Larger Picture:

The expansion of the settlers into the western plains after the Civil War caused the American Government to displace a people who had a prior claim to the land and its resources. Plains Indian life was dependent on the bison, which was destroyed by the hunters from the east. One excuse given for the destruction of the Indian's resources and their removal from the land was that they were "savages" without a true civilization. An examination of objects made and used by Native Americans will help the student understand the role that material culture plays in defining a civilization

Potential units that could incorporate this lesson:

- American History unit on western expansion.
- Sociology Unit on cultures.

Content and source:

Slides taken from the Great Plains section of the First Americans exhibit at the Hershey Museum, Hershey, Pennsylvania.

Slides provided for this lesson are:

(slide 1a) Sioux chief head shot

(Slide 1b) Sioux chief side shot
(slide 1c) Sioux chief legs plus bag
(slide 1d) Sioux chief legs plus pipe
(slide 2) Sioux woman
(slide 3a) Cheyenne dress
(slide 3b) Cheyenne dress close up
(slide 4a) Northern Plain dress
(slide 4b) Northern Plain close up
(slide 5a) bow and arrow
(slide 5b) war shield
(slide 5c) club
(slide 6a) containers made of skin
(slide 6b) baby carrier
(slide 6c) tipi
(slide 6d) decorated bison rawhide carry bag
(slide 7a) peace pipe, rattle, paddle
(slide 7b) rattle
(slide 7c) shaman's staff

Background Information:

The thirty one tribes that make up the American Plains Indians lived and roamed in an area from the Mississippi River to the foothills of the Rockies.

Originally living along the edges of the plains where they were farmers, the Indians farmed the area around the rivers and eventually supplemented their diet with the roaming bison. In a reversal of the normal pattern, the Plains Indians, with the aid of the horse brought to the Americas by the Spanish explorers, gave up their life as farmers and adopted the nomadic life of the hunter as they roamed the plains during the summer months following the bison herds. The plains people relied on the bison for almost every part of their subsistence.

It was estimated that twelve million bison populated the Great Plains in 1865. The bison meat was used by the Indian for food while its hide was used as robes, clothing, bedding, and shelter. Bison rawhide was so tough that shields made from it and covered with glue made from boiled bison hooves, could stop an arrow.

Little of the animal was wasted. The hide was cut in long thin strips to make rope, bison sinew became bowstrings and thread, and the bones were shaped into tools and

utensils. During the summer, when the bison was plentiful and food was easy to obtain, the members of the Indian tribe gathered together as a large group. During the cold weather, when the bison migrated out of the territory, the tribes split into smaller sized bands because the land could not support as many people per square mile.

Because of its importance to their life, many of the Indian religious beliefs dealt with the bison. The religion was shamanistic, meaning that the unseen forces of nature such as the gods, demons, and ancestral spirits would only respond to priest or shaman.

The arrival of outsiders changed Indian life forever. They entered the Indian land to hunt and settle. Later, the professional bison hunters slaughtered the herds for their skins or just for sport. To protect their way of life, the Indians attacked.

Warfare had always been very elaborate for the Plains Indians, but, while true warfare did occur on occasion, it was mainly for status and glory rather than a quest for territory. It was not necessary to kill an enemy to be honored. "Coups", which elevated your social structure in the tribe, could be given for touching an enemy in battle or for stealing his horses.

The Indian Wars fought between 1865 and 1890 were different. The soldiers, with their newly invented revolvers, shot to kill.

In addition, after years of slaughter by professional hunters, the bison herds were destroyed. By 1900 fewer than a hundred bison remained on the Great Plain that had supported millions just fifty years earlier. The Indians were forced to live on reservations. Their way of life was ended.

Sample Student Objectives:

The student will be able to recognize from slides the dress of women of the Sioux, Cheyenne, and Northern Plains tribes.

The student will be able to list five artifacts shown in the slides and explain how the Plains Indians used them in everyday life. (The teacher may have the student either recall any five slides or recognize five specific slides.)

The student will be able to write an essay on the culture and civilization of the Plains Indians referring specifically to at least five material artifacts shown in the slides as supporting data.

Object Examination, Interpretation, and Speculation:

a. Vocabulary: culture, civilized, nomadic, sinew, shaman and shamanistic ritual, "Coups," artifacts, dentalium shells.

b. Locate: The Great American Plains, Mississippi River, Rocky Mountains.

c. Sample questions:

(SHOW PICTURES LABELED # 1a,1b,1c,1d)
(slide 1a) Sioux chief head shot
(Slide 1b) Sioux chief side shot
(slide 1c) Sioux chief legs plus bag
(slide 1d) Sioux chief legs plus pipe

* **This is a picture of a Sioux Chief. Describe how he looks and how he is dressed. What is he carrying? Of what material are his clothes made? What would have been trade material? What would have been made by the Indians?**

(Items to point out might include the bright colors, the feathers and beads, long hair, breast plate, claws around the neck. He is carrying a peace pipe in one hand and a carry bag in the other. His clothing is made from leather. The Indian would have traded for metal, beads and cloth but would have also made use of animal hides, claws, and feathers.

(SHOW PICTURES LABELED # 2)
(slide 2) Sioux woman

* **Compare the chief with this costume of a Sioux woman. Why is her clothing less complicated?**

(She is wearing the same bright colors, long hair, beadwork and leather combination but does not have feathers, breast plate or claws. The missing items relate to a man's status as a warrior.)

(SHOW PICTURES LABELED # 3a and 3b)
(slide 3a) Cheyenne dress
(slide 3b) Cheyenne dress close up

* **This is the dress that might be worn by a Cheyenne woman? Of what material is it made? Can you describe it?**

(There is some bead work at the neck. It is made of tanned leather sewn with bison sinew thread. Most of the decoration was drawn or painted on. There are some bells and teeth sewn on as decorations.)

(SHOW PICTURES LABELED # 4a and 4b)
(slide 4a) Northern Plain dress
(slide 4b) Northern Plain close up

* **Describe this woolen dress of a woman of the Northern Plains. Why do you think they wore wool dresses? The Northern Plains Indians did not raise sheep. Where would they have gotten the woolen cloth?**

(It is a very dark color. The neck is decorated with dentalium shells and shells form a "sunburst" pattern on upper arm. Woolen is only appropriate in a cool or cold climate. Since sheep were not raised by the Plains Indians the cloth must have been obtained by trade or purchase from the settlers.)

* **Of the dresses you have seen, which one do you like the most and why?**

(Answers will vary)

<SHOW PICTURES LABELED # 5a, 5b, and 5c>
(slide 5a) bow and arrow
(slide 5b) war shield
(slide 5c) club

* **These are instruments that an Indian might use. Can you recognize any of them?**

(They are a shield, a bow and arrow, and a club. They are decorated with feathers.)

* **What do these slides tell us about the Plains Indians?**

(Answers might include such things as a warlike tradition, need to hunt, or a love of decoration.)

(SHOW PICTURES LABELED # 6a, 6b, 6c, and 6d)
(slide 6a) containers made of skin
(slide 6b) baby carrier
(slide 6c) tipi
(slide 6d) decorated bison rawhide carry bag

* **The following slides will illustrate that the Plains Indians were nomads. How did the Indians use the items?**

(Bison skin bags to carry things, a tipi or "mobile home", and a baby carrier.)

* **How dependent were the Indians on the bison? How would the elimination of the bison affect the Indians way of life?**

(Answers should explain how the bison was totally used by the Indian and how the eastern hunters shot them for sport.)

* **Given the Indian way of life and their dependence on hunting the bison herds, could the struggle for western land between Indians and settler have been avoided?**

(Answers should discuss the difference in lifestyle between the nomadic Indians and the settlers.)

(SHOW PICTURES LABELED #7a, 7b, and 7c)

* **What do the following items have in common?**

(slide 7a) peace pipe, rattle, paddle
(slide 7b) rattle
(slide 7c) shaman's staff

(These are all items that would be used for religious purposes. Items include drums, rattles, paddles, pipes, and a shaman's staff.)

* From the slides that you have seen what can you list that would contradict the stereotype of the Native Americans of the Plains as an uncivilized people.

(This question may be difficult to answer if the only information that the student has is from these artifacts since civilization is more than just a collection of material goods however the student should be able to point out that the Native Americans were organized, practiced religion, and were advanced craftspeople.

For more information:

First Americans Exhibit at the Hershey Museum of American Life, Hershey, Pennsylvania.

William Brandon. The American Heritage Book of Indians. (1961).

Dee Brown. Bury my Heart at Wounded Knee. (1970).

Peter Farb. "The Birth and Death of the Plains Indians" from Man's Rise to Civilization as Shown by the Indians of North America from Primitive Times to the Coming of the Industrial State. (1968).

William T. Hagan. American Indian. (1971).

E. Adamson Hoebel. The Plains Indians: A Critical Biography. (1977).

Oliver LaFarge. American Indian. (1956).

Colin Taylor. The Warrior of the Plains. (1975).

Union Deposit Map
(Document Lesson)

The Larger Picture: Reading a map that was completed during the period under study is an excellent way to learn about a community's social history.

Potential units that could incorporate this lesson:

- ~ American History on the 1870s.
- ~ Geography unit on Map reading.

Content and source: New Historical Atlas of Dauphin County, Pennsylvania, Illustrated, Everts and Stewart, Philadelphia, (1875). (Hershey Museum Archives; Unit/Shelf H 1-6).

Time: one or two class periods.

Background Information:

In honor of the Centennial of the signing of the Declaration of Independence, many of the counties of the Commonwealth of Pennsylvania commissioned the printing of an atlas for their respective geographic areas. The map that is used in this lesson is from one such atlas.

In addition to maps of the county and its municipalities, the atlas contained the names of public officials, county and municipal histories, a business directory, and line drawings of famous county landmarks and buildings.

The atlas contains a wealth of information for students of history as they try to recreate the era.

Since each county published an atlas and most still exist it might be possible to substitute the map of your municipality for this lesson. The map of Union Deposit (in South Hanover township, Dauphin County, Pennsylvania) is offered only as an example.

Sample Student Objectives:

The student will write an essay or short story about a walk down main street, Union Deposit in 1875.

The student will make a list comparing the services offered by Union Deposit in 1875 with a small town today.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: dry goods store, anthracite, post-town.

b. Locate: Union Deposit, Swatara Creek, Union Canal, Lancaster, Quarryville.

c. Sample questions:

* **What types of shops were there in town in 1875? How many can you locate on the map?**

  (List given in description.)

* **Who owned the wagon shops? Who managed the hotel?**

  (P. Killinger and A. Miller both ran wagon shops while C.M. Hocker was the hotel proprietor.)

* **How far did A. Miller have to walk to go to work?**

  (About five blocks)

* **Where could people go to Church?**

  (There are two church buildings located on the map; the joint Lutheran and Reformed Church (one building with two separate congregations) and the United Brethren Church.)

* **How many doctors were there in town?**

  (There were two doctors; Dr. J. Smith and Dr. D. C. Keller. Dr. Keller must have lived at one place and practiced at a second.)

* **Where on the map would you be right now if you lived in Union Deposit in 1874?**

  (Either at the S.H.--the school house; there are two in town-- or playing hooky.)

* **What means of transportation came into town?**

  (There was one main road running east/west. The Swatara Creek and Union Canal are south of the town. The written description mentions the Lancaster and Quarryville Railroad.)

* **Towns have to offer services to people or else they could not live there. What services are offered to the people of Union Deposit? How does this compare with your town today?**

  (Answers might include such things as places to work, mills and stores, schools, and doctors.)

* **If there were five hundred people in town what was the average size of a household? How does this compare with the size of your household?**

(There are about 80 buildings in town. It is difficult to tell which are shops only or shops and homes. Working with the figure 75 homes puts the average of just less than seven people per household (6.67) while a figure of 70 pushes the average over seven (7.14). This figure would contain family members from a number of different generations and might have included boarders.

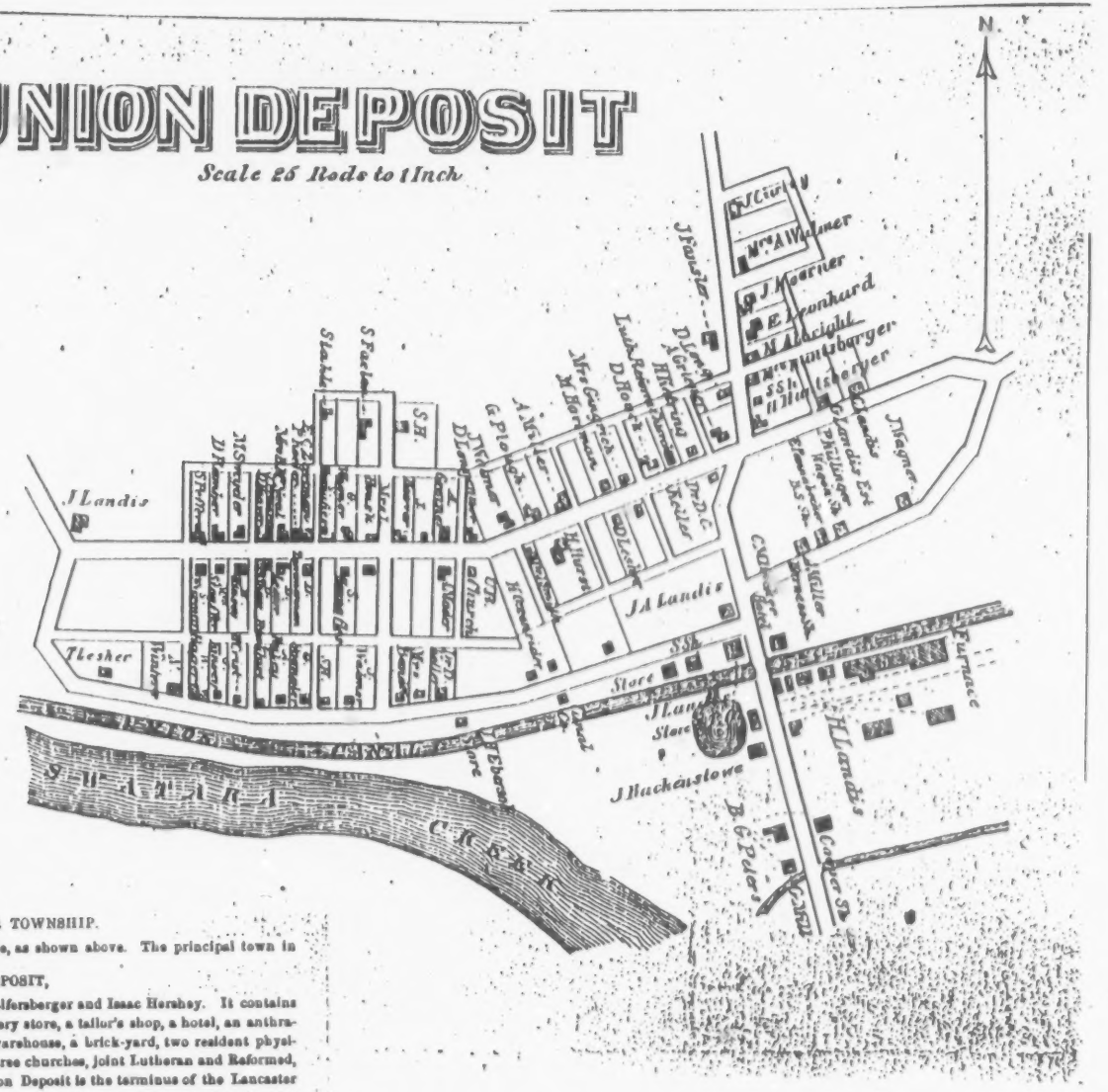
For more information:

Check with your local historical society to see if they have an 1876 era atlas for your county.

Charlotte C. Anderson and Barbara J. Winston. "Acquiring Information by Asking Questions, Using Maps and Graphs, and Making Direct Observations" in Developing Decision Making Skills, Dana G. Kurfman, editor. (1977).

Fay D. Metcalf and Matthew T. Downey. Using Local History in the Classroom. (1982).

E. B. Seaman. East Hanover Township Dauphin County Pennsylvania: Bicentennial Celebration, 1776-1976. (1976).



SOUTH HANOVER TOWNSHIP.

This township was made at a more recent date, as shown above. The principal town in South Hanover is

UNION DEPOSIT,

which was laid out in the year 1845 by Philip Wolfersberger and Isaac Hershey. It contains two dry-goods stores, two shoe stores, one millinery store, a tailor's shop, a hotel, an anthracite furnace, a flouring-mill, a wagon-factory, a warehouse, a brick-yard, two resident physicians, and several other businesses. There are three churches, joint Lutheran and Reformed, and United Brethren, and one high school. Union Deposit is the terminus of the Lancaster and Quarryville Railroad, is a good business centre, and a post-town. The present postmaster is H. W. Kettering. The population of the town is now (1875) about five hundred. It is, on the whole, a thriving and prosperous town.

South Hanover contained in 1870 a population of 1196; of which 1183 were native born and 13 foreign; 1196 white and no colored. The number of taxables in 1874 was 339; assessed value of real and personal property, $361,734.

The three Hanover Townships form to-day, as at the earliest pioneer period of the County, a large constituent of the wealth and importance of Dauphin County. Many of the stirring events of the past history of this section transpired in the original territory comprised in Hanover Township, frequent reference to which is made in the history proper of the County.

BEST COPY AVAILABLE

PLEASE NOTE: This lesson incorporates the showing of slides which are not included. The list is attached. These slides can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

Victorian Middle Class Life: 1875-1900
A Comparison With an Earlier Period
(Exhibit Lesson)

The Larger Picture:

The age of industrialism in the United States, often called the Victorian period, saw the emergence of the American middle class. An important basis of the middle class lifestyle was the large number of affordably priced manufactured goods, the products of mass production that filled their homes. Prior to this period, people had required a much smaller number of locally produced crafts for their daily needs.

Increased wealth and the leisure time to enjoy the new factory goods allowed for the creation of a culture that is still in evidence today.

Comparing goods and furnishings produced during the period with items produced in the 1830s will give the student an understanding of some of the effects of industrialism on the American middle class family.

Potential units that could incorporate this lesson:

- American History unit on Victorian America and the rise of American Industry.
- Sociology unit on the effects of Industrialism.

Content and source:

The "1890s" slides were taken from "Victorian America: The Middle Class at Home, 1875-1900" and "Crank it Up! Mechanical Music in the Home." The "1830s" slides were taken from "The World of Adam Danner." All are permanent exhibits at the Hershey Museum, Hershey, Pennsylvania.

Slides provided for this lesson are:

(slide 1a) 1830 kitchen fireplace and stove
(slide 1b) 1890 kitchen scene
(slide 2a) 1830 parlor
(slide 2b) 1890 parlor
(slide 2c) 1890 typical parlor
(slide 3a) 1830 bed
(slide 3b) 1890 bed
(slide 4a) 1830 wall
(slide 4b) 1890 wall with wallpaper
(slide 5a) 1830 cabinet
(slide 5b) 1890 cabinet
(slide 6a) 1830 chair
(slide 6b) 1890 chair with upholstery
(slide 7a) 1830 floor
(slide 7b) 1890 floor with carpet
(slide 8a) 1830 oil lamp
(slide 8b) 1890 lamp
(slide 9a) 1830 pincushion and needles
(slide 9b) 1890 sewing machine

Time: one or two class periods.

Background Information:

The period after the Civil War was a time of rapid economic and industrial growth in the United States. By 1900 the United States, tapping its vast natural resources and applying the system of mass production to manufacturing, was the greatest industrial nation in the world.

Goods could now be ordered by telegraph from factories in distant cities and shipped great distances by railroad. As a result, the period saw the development of large scale

professional advertising, department stores, chain stores, and catalog shopping. Americans were no longer dependent on local craftsmen for their goods.

While there were many poor in the United States, there was also an emerging middle class. These were the clerks and managers who were either employed in newly created white collar positions or were the more successful skilled workers. The middle class had the money to spend on new products, as well as the leisure time to enjoy them.

To be considered middle class in 1890, a man had to earn about $500 a year. With this amount he could support a wife and children. The upper middle class earned $2,000 a year, enough to buy a home and have at least one live-in servant.

By 1890, America ceased to be a nation of local farmers. In 1830, the people in the east ate only what was locally produced and was either in season or stored, while the Victorian family could buy meat that was butchered in the midwest and shipped to the local market in refrigerated cars. Fruits and vegetables, either canned or shipped fresh, became available in the off seasons. As a result, the diet and health of those who could afford these foods greatly improved.

The family's food was now prepared on a cooking stove rather than in the fireplace. While expensive, the stove was considered a necessity by all but the poorest families.

Despite the use of servants, preparing meals and taking care of the house still took up most of the time of the Victorian woman. While there were some inventions such as the washing machine, vacuum cleaner, and carpet sweeper, they were not yet powered by electricity so the work was still very difficult. Because it was the most difficult of the household chores, even families who did not have servants employed people to help with the wash.

The period brought not only a change in how people lived but also where they lived. As the center of the city became crowded with manufacturing and commercial concerns, as well as tenements of the poor, the middle and upper class moved to the outside of the city. Connected to the city by railroad and trolley lines, the newly created suburbs were considered to be healthier and a better environment to raise children.

The Victorian Era and Industrialism profoundly affected the way many Americans lived and helped to create the middle class culture and lifestyle of today.

Sample Student Objectives:

The student will be able to identify slides as being of the Victorian era or the 1830s.

The student will be able to list five inventions of the Victorian era and explain how these inventions changed persons' lives.

The student will be able to write an essay comparing life during the periods 1830 and 1890.

Object Examination, Interpretation, and Speculation:

a. **Vocabulary:** industrialism, middle class, factory goods, furnishings, natural resources, mass production, catalog, local craftsmen, white collar, skilled workers, tenements, suburbs, technological changes.

b. **Locate:** nothing this unit.

c. **Sample questions:**

> Show the slides in group 1
(slide 1a) 1830 kitchen fireplace and stove
(slide 1b) 1890 kitchen scene

* **Have the students decide which kitchen scene is older. What criteria did they use to make this decision?**

* **How would the adoption of the new stove change the way food was processed? How would it affect the way women worked? In which kitchen would the student prefer to cook?**

(In many ways it was less exhausting to cook in 1890. The cast iron stove, which all but the very poor owned, did not use as much fuel, required

less tending, and provided a more uniform heat than did the fireplace. Women did not have to bend over as much to prepare the meal. Despite this, there was still a lot of work for the woman to do; coal needed to be carried to the stove and ashes needed to be emptied. To prevent the stove from rusting it had to be rubbed down with a messy substance called "blacking." In addition, since it was now easier to boil and bake, many women felt compelled to prepare more elaborate meals.

> Show the slides in group 2
(slide 2a) 1830 parlor
(slide 2b) 1890 parlor
(slide 2c) 1890 typical parlor

* **Have the students decide which parlor scene is older. What criteria did they use to make this decision? Is it the same criteria as group 1?**

* **What changes in home furnishings and taste have occurred between 1830 and 1880?**

(Some things they may notice about 1890 is the greater use of wall paper and rugs for the floor, the upholstered furniture, the heavier pieces and more cluttered look of the rooms, and the greater use of detail in the furniture. The room also contains more color.)

* **Which parlor would you prefer to sit in? Which is closer to a room that you have in your home today?**

(Answers will vary.)

* **Some of the reason for the change is taste but there are other reasons. What are they?**

(The students should be able to talk about industrialization and the greater ease in purchasing furnishings which were manufactured rather than hand crafted.)

* **During the machine age detail on cabinets, in wall paper, and on rugs was easy to achieve. Was the popularity of this detail a result of the machine or was the machine catering to a need of the people?**

(The answer is open to speculation but should explore the tendency of people to overdo things in the initial stages of a change.)

> The following slides can be used to reinforce the lesson:

(slide 3a) 1830 bed
(slide 3b) 1890 bed

(slide 4a) 1830 wall
(slide 4b) 1890 wall with wallpaper

(slide 5a) 1830 cabinet
(slide 5b) 1890 cabinet

(slide 6a) 1830 chair
(slide 6b) 1890 chair with upholstery

(slide 7a) 1830 floor
(slide 7b) 1890 floor with carpet

* **The following are examples of technological changes that had a great impact on the way people lived. What are some of the impacts?**

> Show the slides in group 8:
(slide 8a) 1830 oil lamp
(slide 8b) 1890 lamp

(Prior to 1870, people had for evening light only candles and oil lamps, both of which cast a very poor quality light. The advent of gas lighting in the middle of the nineteenth century made illumination brighter but it was still dangerous. Edison's invention of the inexpensive electric light bulb in 1879 made artificial illumination

easier and safer to use. The light bulb was common in the American middle class home by 1900.

> Show the following slides:
(slide 9a) 1830 pincushion and needles
(slide 9b) 1890 sewing machine

* **Identify the objects in the slides. What function did they serve? How did this invention affect the world of women?**

(In 1800, most clothing was made at home with needle and thread. Tailor and dressmaker shops were common but relatively expensive. By 1830 ready made clothing for men was more reasonably priced. In the 1890s, even women's clothing was beginning to be mass produced but many women made, or had a dressmaker make, a large portion of their own and their daughter's clothes. Even though the sewing machine was a great time saver, women often spent the extra time making the clothing more elaborate rather than doing things outside the home.)

* **What effect did industrialism have on the Victorian middle class family?**

(This question should help the student to focus on the concepts already discussed such as the increase in factory made goods, how goods became cheaper, how it was easier to use products, how the woman was able to do more in the home but still was a housewife, and how people decorated to excess.)

For more information:

Victorian America: The Middle Class at Home, 1975-1900. An exhibit at the Hershey Museum, Hershey, Pennsylvania.

Kenneth L. Ames. Victorian Furniture: Essays from a Victorian Society Autumn Symposium. (1982).

Bloomingdale Brothers. Bloomingdale's Illustrated 1886 Catalog. (1988).

Harriet Bridgeman and Elizabeth Drury, editors. The Encyclopedia of Victoriana. (1975).

Anne Buck. Victorian Costume. (1984).

J. C. Furnas. "A Cromo Civilization: Horation Alger's America" and "The Midway Age: Mr. Dooley's Age" in The Americans: A Social History of the United States 1587-1914. (1969).

Alison Gernsheim. Victorian and Edwardian Fashion: A Photographic Survey. (1981).

Kathryn Grover. Dining in America: 1850-1900. (1987).

Hazel Ulseth and Helen Shannon. Victorian Fashions. (1988).

Mott's Illustrated Catalog of Victorian Plumbing Fixtures for Bathrooms and Kitchens. (1987).

William Seale. Tasteful Interludes: American Interiors through the Camera's Eye: 1860 to 1917. (1982).

Susan Williams. Savory Suppers and Fashionable Feasts: Dining in Victorian America. (1985).

PLEASE NOTE: This lesson includes a three dimensional object which is not included. It can be borrowed free of charge by mail for two weeks by writing Curator of Education, Hershey Museum, 170 W. Hersheypark Drive, Hershey, Pa 17033 or by calling 717/534-3439.

Edison's Cylinder Phonographs
(Object Based Lesson)

The Larger Picture:

Edison's invention of the phonograph radically changed peoples' music listening habits. With this invention people could listen to music at home without having to learn to play an instrument or going to a concert. The phonograph is another example of a machine doing for people what they used to do for themselves.

Potential units that could incorporate this lesson:

- American History unit on the rise of American industry.
- Sociology unit on the effects of science and technology.

Content and source:

Edison Gold Moulded Record Cylinder provided by the Hershey Museum, Hershey Pennsylvania. Edison's Standard Phonograph- Index of Parts.

Time: one or two class periods.

Background Information:

Today, music is everywhere; in our homes, in our stores, in our automobiles. All that needs to be done to produce music is to turn on the radio or place a cassette or C.D. into the stereo.

Prior to the nineteenth century, this was not possible. Except for music boxes, the only music performed in the home of the period was live. In 1877 Thomas A. Edison reached a scientific breakthrough when he reproduced the human voice. Although originally designed as a dictaphone, Edison soon realized the potential that this invention had for entertainment. Music could be recorded and played at home.

After attempting to record on tin foil, Edison employed a rotating cylinder of solid wax. By 1890, the first commercial cylinders were on sale.

The perfected cylinders, which gave a high quality sound by the standards of the day, could not be mass produced. It was necessary to produce each cylinder individually which was expensive.

Experiments began in wax discs and the first was introduced in 1900. Although inferior in sound quality to the cylinder, the disc was easier to mass produce. As their sound quality improved, discs became very popular and by 1930 the manufacturing of cylinder recordings was discontinued.

Sample Student Objectives:

The student will participate in a brainstorming session to identify the object.

The student will be able to write an essay on the history of the cylindrical record. This essay will discuss how it was invented and why it is no longer manufactured.

The student will be able to compare the effect of this invention with other inventions of the period such as the automobile, the bicycle, and television.

Object Examination, Interpretation, and Speculation:

a. Vocabulary: dictaphone, cylinder, mass produced.

b. Locate: Orange, New Jersey.

c. Sample questions:

* **Without telling the students what the object is, hold it for them to see. Hold it in such a way that the writing on the bottom cannot be seen. Have the students describe the object and offer ideas as to what it could be. You might want to have a student make a list on the chalk board.**

  (Make sure they note that it is smooth on the outside with very small ridges except on the edges and that it has larger ridges on the inside.)

* **Have the student hold the cylinder and look at it more closely until someone discovers the writing. After reviewing the list, decide why items should remain on the list or be removed.**

* **Tell the students what the object is. Can they describe how it works? How does this compare to a record player?**

  (Very simply, both the cylinder and discs phonographs rotate and are "read" by a needle moving within the grooves.)

  > After either handing out the index of parts or showing it on an overhead projector:

* **How does the operation of the cylinder phonograph compare with the record players that came later?**

  (How much detail you go into will depend on the knowledge of electronics that you and your students have.)

  > While examining the box that the cylinder came in:

* **Whose picture is on the cover and why?**

  (Thomas A. Edison. He invented the process and owned the company.)

* **How did Edison protect himself from other people stealing his idea?**

  (Copyright date and patent numbers are listed. This would be a good place to discuss why these government offices exist and how they work.)

* **What did a cylinder record cost? Considering the fact that $500 a year was a middle class wage (and at 45 hours a week for 52 weeks this means that a middle class person earned less than twenty two cents an hour) was this very expensive by today's standards?**

  (One cylinder cost thirty five cents which is expensive compared to a record or CD today.)

* **Why is the cylinder record not produced today? Has this been true of the record business as a whole?**

  (The manufacturer stopped production because another invention took its place. As cylinder records were less in demand, the manufacturer stood to make less of a profit so they stopped manufacturing them. This would be a good time to introduce the concept of supply/demand.)

* **What impact could the invention of the record cylinder have on the average person?**

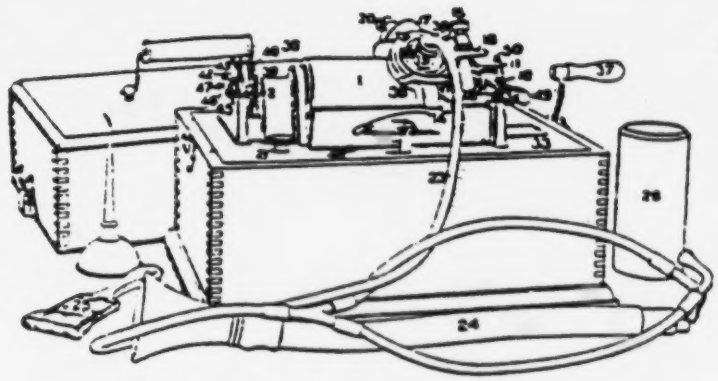
  (Some sample answers are: (1) Music was more available. Since people would listen to music without having to pay the money to attend the theater, music would become more popular and less elitist, (2) People no longer needed to learn to play an instrument to have music in the home, (3) People would be less likely to leave their home, and would isolate themselves and become less social. John Phillip Sousa was afraid that people would no longer attend live concerts.)

For more information:

"Crank it Up! Mechanical Music in the Home" a permanent exhibit at the Hershey Museum, Hershey, Pennsylvania.

George Frow. The Edison Disc Phonographs and the Diamond Discs. (1982).

George L. Frow and Albert F. Sefl. The Edison Cylinder Phonographs 1877 - 1929. (1985).



THE EDISON STANDARD PHONOGRAPH

INDEX OF PARTS.

1. Brass Mandrel to hold wax cylinder (assembled with Cylinder Shaft).
2. Cylinder Shaft, (assembled with Brass Mandrel).
3. Feed Spring.
4. Feed Nut.
5. Feed Nut Screw.
6. Back Rod.
7. Drive Belt.
8. Feed Nut Spring Screw.
9. Speaker Arm.
10. Swinging-arm Center.
11. Swinging-arm Center Set Screw.
12. Swinging Arm.
13. Locking Spring.
14. Speaker Arm Lift Lever.
15. Speaker Adjusting Screw.
16. Speaker Lever.
17. Speaker Clamp Screw.
18. Speaker.
19. Plate Tube.
20. Knife Bar Adjusting Screw.
21. Governor Adjusting Screw.
22. Starting Lever.
23. Hearing Tube.
24. Speaking Tube.
25. Chip Brush
26. Wax Cylinder, or Blank.
27. Swing-arm Spring Washer.
28. Swing-arm Spring Washer Screw
29. Chip Chute Thumb Screw.
30. Cylinder Shaft Pulley.
31. Feed Screw Cover.
32. Feed Screw Cover Screw.
33. Top Plate.
43. Speaker Arm Lift Screw.
35. Straight Edge Roller.
36. Straight Edge Roller Screw.
37. Winding Crank.
38. Speaker Clamps.
39. Cylinder Shaft Gear.
40. Intermediate Gear.
41. Feed Screw Gear.
42. Feed Screw Center Set Screw.
43. Intermediate Gear Stud Set Screw.
44. Cylinder Shaft Center Set Screw.
45. Cylinder Shaft Center.
46. Intermediate Gear Stud.
47. Feed Screw Center.
48. Frame Holding Screw.
49. Locking Spring Knob.
50. Back Rod Set Screw.

East Hanover School District
1906-1907 School Year
(Document Lesson)

The Larger Picture:

Local school boards are a microcosm of government. By slipping back in time and reading about democracy on this level, the student can gain a better appreciation of government at the state and national level. In addition, this lesson offers the student the opportunity to compare local schools today with a school from earlier in the century.

Potential units that could incorporate this lesson:

- American History unit on life at the turn of the nineteenth century.
- American Government unit on the process of government.
- American Government unit on local governments.

Content and source:

Sample pages from East Hanover Township, Dauphin County, Pennsylvania, School Board Minute Book, 1906- 1914. (Hershey Museum Archives; Unit/Shelf H 1-4.) Pages selected for study include the minutes of the July 20, 1907, School Board meeting, an agreement between the Board of Directors and a teacher written 16 July 1906 (for the 1906-07 school year), and the Public School Financial Statement for 1907.

Time: one or two class periods.

Background Information:

In the Commonwealth of Pennsylvania, school boards are political entities created by the General Assembly and

empowered with the duties of educating youth. The members of the school board are elected officials. They do not teach the children, rather they set the policy and hire the personnel.

One of the items under discussion at the July 20 meeting was the compulsory school law . The original law was passed in 1893 for children between the ages of eight and thirteen. In 1901 a second law held parents, teachers, and the school system responsible for enforcing compulsary attendence and fixed penalties for non compliance.

For this lesson, the student will be examining sample pages from a School Board Minute Book (East Hanover Township 1906-1914) including the minutes of the July 20, 1907, School Board meeting, an agreement between the Board of Directors and a teacher, and the Public School Financial Statement for 1907. Using these documents, the students will examine the purpose of the school board and discuss its role in a community.

Sample Student Objectives:

The student will attend a school board meeting and write and essay comparing the meeting to the one held in East Hanover on July 20, 1907.

The student will examine the budget published for his or her own school district and compare it with the 1907 financial statement from East Hanover.

The student will interview a teacher about current working conditions and write an essay comparing the life of a teacher in 1907 and today.

The student will interview members of his or her own board of School Directors about the role of the school board.

Document Examination, Interpretation, and Speculation:

a. **Vocabulary:** to wit, terminated, continuance, expiration, pro rata, compliance, premises, hereunto.

b. Locate: East Hanover, Shellsville, Grantville (all in Dauphin County, Pennsylvania).

c. Sample questions:

> Questions relating to document #1:

* **What types of things were discussed and voted on at the July 1907 school board meeting? How does this compare with your school board?**

(Other than routine matters, such as the approval of the minutes of the past meeting and scheduling the next meeting, the only items in the records were the purchasing of new text books and supplies and the enforcement of the compulsory law, the law which mandated that all children were to attend school.)

> Questions relating to document #2:

* **What other duties of the school board can be derived from the agreement between the Board of School Directors and the teachers?**

(They are empowered to hire a teaching staff who will carry on the day to day duties.)

* **What are some of the day-to-day duties of the teacher? Are these still part of the duties of a teacher?**

(Anything listed from protecting the school building and keeping records of textbooks and student attendance to sweeping the floor and keeping the school warm in the winter.)

* **How much was Mr. Bacastow paid for one year's work? How does this compare with the rest of the teaching staff? Assuming a twenty day month, how much did he earn per day? Assuming he worked a six hour day, how much was he paid per hour?**

(A person who was middle class during the period earned over $500 a year. Bacastow was paid $35 per month for seven months or $245 per year. Assuming the other teachers were also paid for seven months, their average was $257.30 per year or $36.75 per month. Mr. Bacastow salary was a little low but not by much. He earned $1.75 a day or less than thirty cents an hour.)

> Questions relating to document #3:

* **How many teachers were assigned to each school building?**

(Ten buildings / ten teachers. These must have all been one room school houses.)

* **On average, how many students were assigned to a class? How many showed up on a given day? What percentage is this? How does this compare with your school?**

(There were 24.9 students assigned on average per class. There were an average of 16.4 in a class on any given day which is 65.8% of the total. You can check your school's percentage with the attendance officer.)

* **What percent of the total expenses was the teachers' salary? How does this compare with your district today? What conclusions, if any, can be drawn about the differences in teaching techniques from 1907 to today.**

($2,583 teachers' salaries / $3,798.73 money paid out or 67.9% of the total.)

* **How did the school board raise the money to finance the schools? How does your school board raise the money to finance your school?**

(State appropriations, taxes, loans, fines.)

For more information:

Contact your local Superintendent of Schools for a copy of the district operating budget.

The Hershey Museum, Hershey, Pennsylvania has an interesting exhibit on Pennsylvania German schools circa 1830s. This would make for an interesting comparison to the 1900s and today.

Harry G. Good, et al. A History of American Education. (1973).

(Document #1 Transcription)

East Hanover School District
Dauphin Co, Pa

Shellsville July 20th 1907

School Board met members present J.W. Gingors, J L Ramler, John Putt, John Holtzburg, Reily Kramer. Next in order reading minutes and approved as read. Next in order was readoption of book of Ginn & Co.

Montgomery's	Beginners History	.60
"	Elementary "	.73
"	Leading Facts of "	100
Blaisdills	Child Book of Health	.20
"	How to Keep Well	.45
"	Our Bodies and How We Live	.65

Next in was supplies. J H Kuntz being the only Bidder was awarded contract at the following prices ink at 45 per gal Public School Tablets 2.50 per Hundred Vacation Days 125 per Gross Student Note Books 3.50 per Hundred crayon Dusters .35 per Box American Spelling Tablets 300 per Hun
On motion it was unanimously agreed to enforce the compulsory Law the second month of term No more Business on motion Board adjourned to meet Oct 5 1907 at 1 pm at Grantville Pa

Reily Kramer Sec

East Hanover School District
Dauphin Co Pa

Shellsville July 20th 1907
School Board met Members present J. M. Ginger
J L Bamler John Rutt John Holtzberry
Reily Kramer next in order reading & minutes
and approved as Read next in order was
readoption of Book of Sinn & Co
Montgomerys Beginners History .60
" Elementary " .75
" Leading Facts of " 1.00
Blaisdells Child Book of Health .30
" How To Keep well .45
" our Bodies and How we live .60
next in was supplies J H Stuntz being
the only Bidder was awarded contract
at the following prices ink ad 45 per gal
Public School Tablets 2.50 per Hundred
Vacation Days 1.25 per Gross
Students Note Book 3.50 per Hundred
Crayon Pusiles .35 per Box
American Spelling Tablets 3.00 per Hun
on motion it was unanimously agreed to
Enforce the compulsory Law The second
Month of Term No more Business on
motion Board adjourned to meet Oct 3
1907 at 1 P M at Shantzville Pa

Reily Kramer Sec

Agreement Between Board of Directors and Teachers.

It is Agreed *by and between the Board of School Directors of* East Hanover *School District, in the County of* Dauphin *and State of Pennsylvania, and* Mr. Clinton G. Bacastow *Teacher, as follows, to wit:*

The said Board of School Directors hereby constitute and appoint the said Clinton G. Bacastow Teacher of Gingrichs No 5 School in said district, for the term of Seven months, commencing on Monday, the Third day of Sept 1906 subject to be dismissed and this contract terminated at any time for legal cause, and subject at all times to the supervision and control of said Board and their successors, and to the visitation and lawful authority of the County Superintendent.

The said Board of Directors agree to pay, or cause to be paid, to the said Clinton G. Bacastow Teacher, the sum of Thirty Five Dollars per month, during the continuance of this agreement, which sum shall be due and payable Monthly but, in case this agreement be terminated for cause, before the expiration of the full term, above named, and such termination occur at any other time than the end of a month, then the salary due shall be computed pro rata for the fraction of a month, up to the date of such termination and no longer.

The said Clinton G. Bacastow Teacher, on his part, agrees that he will labor earnestly and diligently, to the best of his ability, for the improvement and welfare of the said school; that he will carefully protect the School Building and all School Property; that he *will well and faithfully use such globes, maps and apparatus as are furnished by said Board; that he will keep a correct record of all text books used in the district, together with the conditions of the same, and that he will keep the Secretary informed in compliance with the Free Text Book Act; that he will make the necessary reports required by the Compulsory Attendance Act*, and further that he will attend any and all educational meetings in the district, when requested by by the Secretary; that he will give his whole time to the work of teaching said school and work incidental thereto, to the exclusion of any other business whatever, during the continuance of this agreement; that he will render to the said Board such reports and at such times as the said Board may legally require; that he will teach twenty days actual teaching for each month, and no school shall be kept open on any Saturday or legal holiday except by resolution of the Board, or during the time of the Annual County Institute, and that he will, in all other respects comply with the requirements of law, as it relates to Public School Teachers.

It is mutually agreed that the ordinary duties of Janitor (such as sweeping of the floors and making fires) shall be performed, or caused to be done by the said Teacher the necessary fuel and brooms therefor to be provided by the said Board of Directors, and that the actual possession of the School House and premises shall remain and be at all times in the said Board of Directors and their successors.

In Witness, Whereof, the parties above named have hereunto set their hands and seals this 16 day of July A. D. 1906

John Putt SEAL
President of the Board.

Clinton G. Bacastow SEAL
Teacher.

Countersigned: J. F. Hampton
Secretary of the Board.

The H. G. Phillips School Supply House, Williamsport, Pa., U. S. A.

BEST COPY AVAILABLE

MEMORANDUM OF THE

Public School Financial Statement

of East Hanover District, Dauphin County, Pennsylvania.

FOR THE FISCAL YEAR ENDING JUNE 1st, 1907

Whole Number of Schools	10	
Number of Teachers Employed	10	
Number of Pupils Enrolled in all the Schools	249	
Average Daily Attendance	164	
Amount of Tax Levied for School Purposes	$2242	81
Amount of Tax Levied for Building Purposes, if any	$	

Treasurer's Account--Money Received.

Balance on Hand from last year	$ 105	23
Received from State Appropriation	1186	32
From Collector, including Taxes of all kinds	2242	81
From Loans, if any	300	00
From County Treasurer, unseated Lands, Fines, &c.	6	81
From Sales of Houses or Lands, if any		
From Dog Tax		
From all other sources		
Total Receipts	3841	17

Treasurer's Account--Money Paid Out.

For ~~Purchasing Grounds, if any~~ Abst. 70.33 Expenditures 24.40 Expens. 6.66.30	$ 101	03
For ~~Building Houses, if any~~ attending Institute Teachers 60.00 Bds. 11.42	111	42
For Teachers' Wages	2583	00
For Rent and Repairs	15	72
For Fuel and Contingencies	298	89
For Fees of Collectors, $ 66.99 Treasurer, $ 40.00	106	99
For Salary of Secretary, Expenses, Stationery, Postage, &c.	50	00
For Printing and Auditors' Fees	11	00
For Debt and Interest Paid, if any	307	50
For ~~Enforcing Compulsory Law~~ Dept. Books	114	17
For Supplies	78	26
For Journal Bds. Register & laying Tax	16	50
For all other Purposes and Sundry Expenses	4	25
Total Money Paid Out	$ 3798	73

Resources and Liabilities.

Cash on hand, if any	$ 42	44
Amount Due District, if any		
Amount Due Treasurer, if any		
Total Debt of District, if any Note & Interest	307	50

We hereby certify that we have examined the above and find it correct.

L. O. Rhine
J. S. Shirk
Jno. B. Lingle
Auditors.

Witness our hands this third day of June 1907.

President.

J. F. Hampton
Secretary.

World War II Ration Books
(Document Lesson)

The Larger Picture:

Americans are used to independence even at the market place. Compared to most of the rest of the world, American stores overflow with goods but during an emergency situation, such as a war, these same items can be in short supply. In a democracy that practices capitalism, does the government have the right to interfere with free enterprise to insure that goods are available at a fair price to all?

Potential units that could incorporate this lesson:

- American History unit on World War II.
- American Government Unit on the powers of the government and the role of the individual.
- Sociology unit on War.
- Economics unit on government control and the free market.

Content and source:

World War II Ration Books: U.S. Government 1942-1943. (Hershey Museum Archives; Unit/Shelf F1-7, Box/Tub 36, Folder 11.)

Time: one or two class periods.

Background Information:

Government sponsored rationing is normally resorted to only during times of national emergency, such as a war, and is generally very unpopular.

During the first World War both Germany (starting in 1916) and Britain (starting in 1918) resorted to food rationing in order to insure that enough food would be

available for their people. During World War II, in response to the demands imposed by the war, the American government felt compelled to institute rationing for its citizens.

The American government began rationing in 1942 within one month of our entry into World War II under the direction of the newly created Office of Price Administration.

The first items rationed were goods needed directly for the war effort such as tires, fuel oil, coal, and gasoline. Foods such as sugar and coffee were cut next because they were imported from overseas and the war limited the amount that could be received. At different times during the war, butter, meat, cheese, and canned foods as well as shoes, automobiles, stoves, typewriters, and bicycles were added to the list. By mid-1943, rationing covered 95% of the American food supply.

Most Americans accepted these restrictions as being necessary to the war effort, although violations occurred and a black market trade did exist.

There was discussion in the Truman Administration of maintaining rationing after the war as a means of controlling inflation but this idea proved very unpopular with the American people and the idea was soon abandoned. The charter of the Office of Price Administration ran out by the end of 1946 and all rationing ended.

The only time that rationing has been used since this period was during the oil shortage of the 1970s. Ration books were not issued but odd/even purchase days were established to help avoid long lines at the gas stations.

Sample Student Objectives:

The student will be able to write an essay on the pros and cons of rationing, listing three major points for each side.

The student will be able to write a letter to the editor of a 1942 newspaper explaining why rationing should or should not be imposed on the American people.

The student will interview someone who remembers rationing and present findings to the class.

Document Examination, Interpretation, and Speculation:

a. Vocabulary: ration, rationing, pursuant.

b. Locate: Harrisburg, Dauphin County, Pennsylvania.

c. Sample questions:

* **Why is it important to register the ration book? Why are the books numbered? Why must the stamps be detached only at purchase.**

  (The books are numbered and registered so that it is more difficult to steal the book. Registration allows the person purchasing the item to prove that it is his or her book. The stamps are detached at purchase to discourage black market operations.)

* **What is the punishment for violating the regulations?**

  (Ten thousand dollars and/or ten years imprisonment.)

* **Under what situations must the book be surrendered?**

  (If a person is leaving the United States, is going into the hospital, or has died. The return of the book may also be requested if there is any misuse of the book.)

* **When must a ration coupon be used? How is it to be used?**

  (Anytime a person wanted to purchase an item that was rationed the coupon was to be detached in front of the store keeper at the time of purchase and surrendered with the proper cash.)

* **How many ration points needed to be surrendered to purchase porterhouse steak, hamburger, polish sausage, and creamery butter during August and during September 1945? (Please note: the article used for reference is undated but the ration week is listed as Saturday midnight (Sunday) to Saturday midnight (Sunday) in item 4 of the "How**

to use your war ration book" and the only war year when September 2 was a Sunday is 1945.)

(	August	September
porterhouse steak	8	5
hamburger	4	2
polish sausage	5	4
creamery butter	16	12)

* **What can be concluded by examining the August and September figures?**

(There were fewer rationing coupons needed so the items must have been in greater supply.)

* **Rationing was to be lifted on one item between August and September 10. What was the item?**

(Canned milk went from 1 1/2 to 0.)

* **What items were covered by Ration Book No. 2 that was applied for in 1942?**

(coffee and canned foods)

* **Normally, the law of supply and demand operates to allow those with money to purchase what they want. Should this be allowed to function in an emergency situation?**

(The question presumes a previous understanding of supply/demand. If not, a basic lesson on how prices are set in a free market would be in order. Answers will vary from (1) allow it to operate so the owners will make more profit and then produce more goods to (2) it is not fair to the poor to raise the price above their ability to pay or (3) the owners cannot produce more goods because of the war effort.)

* **The idea of rationing runs counter to the American ideal of free enterprise and individual**

freedom. When, if at all, should the government be permitted to tamper with the economy?

(Answers will vary from (1) not at all, (2) only during extreme emergencies, or (3) the Federal Reserve does it all the time today.)

For more information:

Seymore Edwin Harris. Price and Related Controls in the United States. (1945).

OFFICE OF PRICE ADMINISTRATION

No. 7 6567 119

War Ration Book One

UNITED STATES OF AMERICA

WARNING

1 Punishments ranging as high as *Ten Years' Imprisonment or $10,000 Fine, or Both*, may be imposed under United States Statutes for violations thereof arising out of infractions of Rationing Orders and Regulations.

2 This book must not be transferred. It must be held and used only by or on behalf of the person to whom it has been issued, and anyone presenting it thereby represents to the Office of Price Administration an agency of the United States Government, that it is being so held and so used. For any misuse of this book it may be taken from the holder by the Office of Price Administration.

3 In the event either of the departure from the United States of the person to whom this book is issued, or his or her death, the book must be surrendered in accordance with the Regulations.

4 Any person finding a lost book must deliver it promptly to the nearest Ration Board.

FOLD BACK

Certificate of Book Holder

I, *the undersigned*, do hereby certify that I have observed all the conditions and regulations governing the issuance of this War Ration Book; that the "Description of Book Holder" contained herein is correct; that an application for issuance of this book has been duly made by me or on my behalf; and that the statements contained in said application are true to the best of my knowledge and belief.

Joseph Brown Fox Jr.
[Book Holder's Own Name]

(Signature of, or on behalf of, Book Holder)

Any person signing on behalf of Book Holder must sign his or her own name below and indicate relationship to Book Holder

Florence Fox Wife
(Father, Mother, or Guardian)

OPA Form No. R-303

16—36051-1

U. S. GOVERNMENT PRINTING OFFICE 1942

The Stamps contained in this Book are valid only after the lawful holder of this Book has signed the certificate below, and are void if detached contrary to the Regulations. (A father, mother, or guardian may sign the name of a person under 18.) In case of questions, difficulties, or complaints, consult your local Ration Board.

FOLD BACK

Certificate of Registrar

This is to Certify that pursuant to the Rationing Orders and Regulations administered by the OFFICE OF PRICE ADMINISTRATION, an agency of the United States Government,

(Name, Address, and Description of person to whom the book is issued:)

Fox (Last name) Jr. Joseph (First name) Brown (Middle name)

3100 (Street No. or P. O. Box No.) N. 3rd St. (Street or R. F. D.)

Harrisburg (City or town) Dauphin (County) Pa (State)

5 ft. 7 (Height) in. 150 (Weight) lbs. Grey (Color of eyes) Brown (Color of hair) 40 (Age) yrs. Sex {Male ☒ Female ☐}

has been issued the attached War Ration Stamps this 6 day of May, 1942, upon the basis of an application signed by himself ☐, herself ☐, or on his or her behalf by his or her husband ☐, wife ☒, father ☐, mother ☐, exception ☐. (*Check one.*)

Mary M. Wilebach (Signature)
(Registrar)

Local Board No. 22-7 County Dauphin State Pa.

Stamps must not be detached except in the presence of the retailer, his employee, or person authorized by him to make delivery.

WAR RATION STAMP 22 | WAR RATION STAMP 20 | WAR RATION STAMP 19

OPA Form No. R-306

HOW TO USE YOUR WAR RATION BOOK

IMPORTANT.—Before the stamps of the War Ration Book may be used, the person for whom it was issued must sign it as indicated in the book. The name of a person under 18 years of age may be signed either by such person or by his father, mother, or guardian.

For future reference, make and keep a record of the serial number of your book and the number of your issuing Ration Board, as indicated in your book.

Your first War Ration Book has been issued to you, originally containing 28 War Ration Stamps. Other books may be issued at later dates. The following instructions apply to your first book and will apply to any later books, unless otherwise ordered by the Office of Price Administration. In order to obtain a later book, the first book must be turned in. You should preserve War Ration Books with the greatest possible care.

1. From time to time the Office of Price Administration may issue Orders rationing certain products. After the dates indicated by such Orders, these products can be purchased only through the use of War Ration Books containing valid War Ration Stamps.

2. The Orders of the Office of Price Administration will designate the stamps to be used for the purchase of a particular rationed product, the period during which each of these stamps may be used, and the amounts which may be bought with each stamp.

3. Stamps become valid for use only when and as directed by the Orders of the Office of Price Administration.

4. Unless otherwise announced, the Ration Week is from Saturday midnight to the following Saturday midnight.

8716-41

5. War Ration Stamps may be used in any retail store in the United States.

6. War Ration Stamps may be used only by or for the person named and described in the War Ration Book.

7. Every person must see that his War Ration Book is kept in a safe place and properly used. Parents are responsible for the safekeeping and use of their children's War Ration Books.

8. When you buy any rationed product, the proper stamp must be detached in the presence of the storekeeper, his employee, or the person making delivery on his behalf. If a stamp is torn out of the War Ration Book in any other way than above indicated, it becomes void. If a stamp is partly torn or mutilated and more than one-half of it remains in the book, it is valid. Otherwise it becomes void.

9. If your War Ration Book is lost, destroyed, stolen, or mutilated, you should report that fact to the local Ration Board.

10. If you enter a hospital, or other institution, and expect to be there for more than 10 days, you must turn your War Ration Book over to the person in charge. It will be returned to you upon your request.

11. When a person dies, his War Ration Book must be returned to the local Ration Board, in accordance with the Regulations.

12. If you have any complaints, questions, or difficulties regarding your War Ration Book, consult your local Ration Board.

NOTE

The first stamps in War Ration Book One will be used for the purchase of sugar. When this book was issued, the registrar asked you, or the person who applied for your book, how much sugar you owned on that date. If you had any sugar, you were allowed to keep it, but stamps representing this quantity were torn from your book (except for a small amount which you were allowed to keep without losing any stamps). If your War Ration Book One was issued to you on application by a member of your family, the number of stamps torn from the books of the family was based on the amount of sugar owned by the family, and was divided as equally as possible among all these books.

BEST COPY AVAILABLE

Ration Values for Meats, Cheese, Butter Next Month

By United Press

WASHINGTON, Aug. 30.—Here are the ration point values for meats, cheese and butter for September 2 to 29, inclusive, announced today by the Office of Price Administration. In the list, the first figure is the August value, followed by the September value, showing reductions all along the line.

Beef

Steaks—Porterhouse, 8, 5; T-bone, 8, 5; club, 8, 5; rib, 10-inch cut, 6, 4; rib, 7-inch cut, 7, 5; Sirloin, 8, 5; sirloin-boneless, 10, 7; round, (full cut), 9, 6; top round, 9, 6; bottom round, 9, 6; round tip, 9, 6; chuck (blade or arm), 4, 2; flank, 8, 3.

Roasts—Rib-standing (chine bone on), 10-inch cut, 5, 3; rib-standing (chine bone on), 7-inch cut, 6, 4; rib-boneless-rolled (C. & D. grades only), 7, 5; round tip, 9, 6; rump-bone in, 4, 2; rump-boneless, 6, 3; short loin-boneless-rolled (C. & D. grades only), 9, 6; chuck (blade or arm), bone in, 3, 2; chuck or shoulder, boneless, 4, 3; English cut, 3, 2. Other cuts: Flank meat, 3, 2; neck-bone in, 2, 1; neck-boneless, 3, 2; heel or round-boneless, 5, 3; shank, bone in, 2, 1; shank meat, boneless, 3, 2.

Hamburger—Ground from boneless beef and from forequarters, flanks, shanks and trimmings of any other grades of beef and beef fat, 4, 2.

Lamb

Steaks and chops—Loin chops (or roast), 8, 5; rib chops (or roast), 5, 3; leg chops and steaks, 7, 5; shoulder chops, blade or arm chops, 4, 2.

Roasts—Leg, whole or part, 6, 4; sirloin roast, bone in, 6, 4; yoke, rattle, or triange, bone in, 2, 1; yoke, rattle, or triangle, boneless, 3, 2; chuck or shoulder, square-cut-bone in, neck off, 3, 2; chuck or shoulder, crosscut, bone in, 2, 1.

Veal

Steaks and chops—Loin chops (or roast), 8, 5; rib chops (or roast), 5, 3; shoulder chops, 4, 2; round steak (cutlets or roast), 9, 6; sirloin steak or chops, 8, 5.

Roasts—Rump and sirloin, bone in, 4, 2; rump and sirloin, boneless, 6, 3; leg (whole or part), 5, 3; shoulder, bone in, neck-off, 3, 2; shoulder, boneless, neck-off, 4, 3.

Other cuts—Breast, bone in, 3, 1; breast, boneless, 4, 2; flank meat, 3, 2; neck-bone in, 3, 1; neck, boneless, 3, 2; shank, bone in, 2, 1; shank and heel meat, boneless, 4, 2.

Ground Veal and Patties—Ground from boneless neck, shank, flank and breast, 4, 2.

Pork

Steaks and Chops—Center chops, 12, 10; end chops, 7, 6; tenderloin, 12, 10; ham, bone in, slices, 12, 10; shoulder or picnic steaks, 8, 7; bellies, fresh and cured only, 7, 5.

Roasts—Loin, whole or half, 8, 7; loin, end cuts, 7, 6; loin, center cuts, 12, 10; ham, whole or half, 8, 6; ham, butt end, 8, 6; ham, shank end, 5, 3; ham, boneless, whole or half, 10, 8; ham, boneless, slices, 12, 10; shoulder, whole or shank half (picnic), bone in, 7, 6; shoulder, shank half (picnic), boneless, (piece or slices), 8, 7; shoulder, butt half (Boston butt), bone in (piece or slices), 8, 7; shoulder, butt half (Boston butt), boneless (piece or slices), 8, 7.

Other pork cuts—Hocks, 3, 2; knuckles, 2, 1; spareribs, 6, 3.

Bacon—Bacon, slab or piece, rind on, 8, 6; bacon, slab or piece, rind off, 8, 6; bacon, sliced, rind off, 8, 6; bacon, Canadian style, whole, piece or sliced (smoked), 12, 10; sides, aged, dry-cured, 10, 8.

Sausage—Bologna, all types, 3, 2; frankfurters, all types, 4, 3; loaves, all types, 3, 2; Polish, all types, 3, 4.

Miscellaneous sausage products—Berliner, 6, 5; capicolli butts, 9, 8; knackwurst (all beef), 4, 3; Lebanon bologna, 6, 3; minced luncheon, 6, 5; New England, 8, 7; pepperoni (fresh), 7, 6.

Special type chopped pork—Dry sausage, hard; typical items are hard salami, hard cervelat, 6, 5; semidry sausage; typical items are cervelat, pork roll, and mortadella, 6, 5 fresh, smoked and cooked sausage; Group A; 100 0-0 rationed material, 5, 4; Group B; not less than 90 0-0 rationed material, 4, 3; Group C; not less than 30 0-0 rationed, material; blood sausage included regardless of higher meat content, 3, 2; Group D; less than 30 0-0 but more than 20 0-0 rationed material; souse & head cheese included regardless of higher meat content, 2, 1.

Meat in tin or glass containers—Including brick or other form, chili con carne without beans, 3, 2; chili con carne with beans, 2, 1; chopped ham, 10, 8; cooked beef (not on chart last month), 5; corned beef, 6, 5; deviled ham, 5, 4.

Dried beef 16, 12; ham (whole or piece), 12, 10; luncheon meat, 8, 7; meat loaf, 4, 3; meat spreads, 4, 3; potted and deviled meats, 3, 2; spiced ham, 10, 8; vienna sausage, 4, 3.

Ready-to-eat meats (cooked, boiled, baked, or barbecued)—Barbecued pork-sliced or shredded, 12, 10; Canadian bacon, smoked (whole, piece, or sliced), 14, 12; dried beef, slices, 16, 12; ham-bone in, whole or half (x) 10, 8; ham-bone in, slices (x), 14, 12; ham-butt end, (x), 10, 8; ham-shank end, (x), 7, 5; ham-boneless, whole or half (xx), 12, 10; ham-boneless and fatted, slices (xx), 14, 12; pastrami (all cuts) whole, 5, 3; pastrami (all cuts) slices, 6, 4; picnic or shoulder-bone in, 9, 8; picnic or shoulder-boneless, 10, 9; picnic or shoulder slices, 10, 9; spare-ribs, cooked or barbecued, 8, 5.

(x) Regular or skinned. Includes prosciutti hams.

(xx) Includes prosciutti hams.

Fats, Oils and Dairy Products

Margarine, 14, 12; creamery butter, 16, 12; canned milk, 1½, 0.

Group I cheeses—Cheddar, Colby, washed curd, soaked curd, Swiss, brick, munster, edam, gouda, blue, gorgonzola, monterey, high moisture jack, grated, dehydrated, and the following Italian type groups; Provolone, parmesan, monte modena, asiago (soft), romano, asiago, (medium), or any cheese containing more than 10 per cent, butter-fat by weight, manufactured by any variations of the respective processes for the type of cheese listed, which do not materially change the nature of the finished product, 8, 4.

Group II cheeses—Cream cheese, 4, 2; neufchatel cheese, 4, 2; creamed cottage cheese (containing more than 5 0-0 butterfat by weight), 4, 2; cream spread, 4, 2.

Group III cheeses—Any rationed cheese not included in group I or group II, cured or uncured containing more than 10 per cent, butterfat by weight, 4, 2.

Group IV cheeses—Any other rationed cheeses, 2, 1.

CUT THIS OUT—

Here's Form You'll File To Get Ration Book No. 2

—FOR CANNED GOODS AND ME

(Fill in and take to your registration place with War Ration Book 1).

Form Approved. Budget Bureau No. 08-R136-42.

OPA Form No. R-1301

UNITED STATES OF AMERICA

OFFICE OF PRICE ADMINISTRATION

One copy of this Declaration must be fi with the Office of Price Administration each person aspiring for War Ration Bo Two for the members of a family unit, and by each person who is not a member of a family unit. File at the site designated Coupons will be deducted for excess suppli of the foods listed below according to schedules announced by the Office of Pr Administration.

CONSUMER DECLARATION
Processed Foods and Coffee

I HEREBY CERTIFY that I am authorized to apply for and receive a *War Ration Book Two* for each person listed below who is a member of my family unit, or the other person or pers for whom I am acting whose *War Ration Book One* I h submitted to the Board;

That the name of each person and number of his or her *War Ration Book One* are accurately listed below;

That none of these persons is confined or resident in an insti tion, or is a member of the Armed Forces receiving subs ence in kind or eating in separate messes under an officer's command;

That no other application for *War Ration Book Two* for these persons has been made;

That the following inventory statements are true and incl all indicated foods owned by all persons included in Declaration:

Coffee

1. Pounds of coffee owned on November 28, 1942, minus 1 pound for each person included in this Declaration whose age as stated on War Ration Book One is 14 years or older. . . . . None
2. Number of persons included in this Declaration whose age as stated on War Ration Book One is 14 years or older. 4

Canned Foods

Include all commercially canned fruits (including spiced canned vegetables; canned fruit and vegetable juices; canned soups, chili sauce, and catsup.

Do not include canned olives; canned meat and fish; pickles, relish; jellies, jams, and preserves; spaghetti, macaroni, and noodles; or home-canned foods.

3. Number of cans, bottles, and jars (8-ounce size or larger) of commercially packed fruits, vegetables, juices and soups, chili sauce and catsup owned on February 21, 1943, minus 5 for each person included in this Declaration. . . None
4. Number of persons included in this Declaration. 6

The name of each person included in this Declaration and the number of his or her War Ration Book One is:

	Print Name	Number
1.	Charles E. Frey Jr.	7656 7
2.	Dorothy M. Frey	7656 8
3.	Kathryn M. Frey	7656 9
4.	Charles E. Frey III	7656 70
5.	Dennis M. Frey	7656 71
6.	Dorothy J. Frey	7656 72
7.		
8.		

If additional space is needed, attach separate sheet

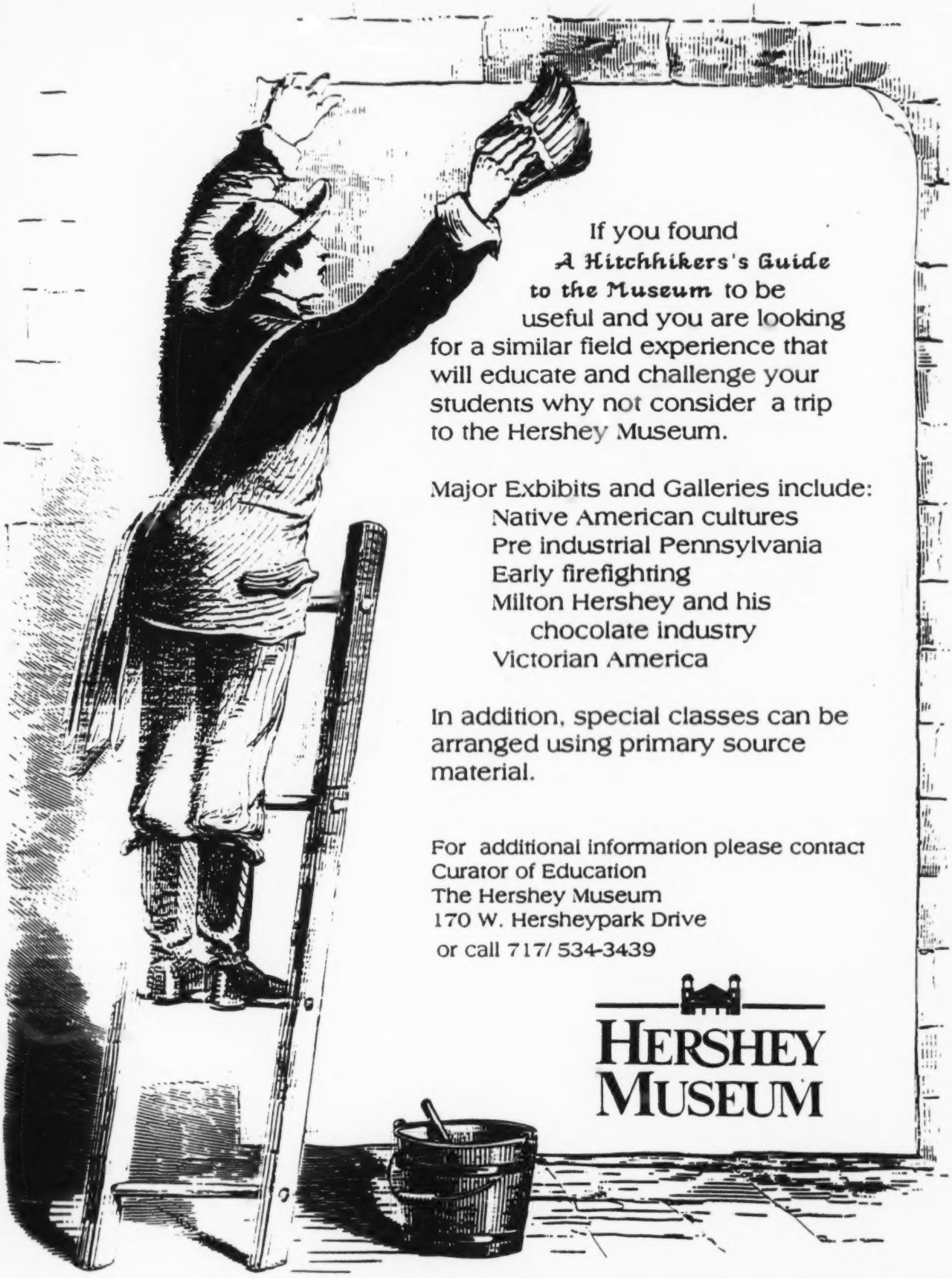
NOTICE.—Section 35 (A) of the United States Criminal Code makes it a criminal offense, punishable by a maximum of 10 years' imprisonment, $10,000 fine, or both, to make a false statement or representation as to any matter within the jurisdiction of any department or agency of the United States.

(Signature of applicant or authorized agent)

(Address)

(City and State)

BEST COPY AVAILABLE



If you found
A Hitchhikers's Guide to the Museum to be useful and you are looking for a similar field experience that will educate and challenge your students why not consider a trip to the Hershey Museum.

Major Exbibits and Galleries include:
- Native American cultures
- Pre industrial Pennsylvania
- Early firefighting
- Milton Hershey and his chocolate industry
- Victorian America

In addition, special classes can be arranged using primary source material.

For additional information please contact
Curator of Education
The Hershey Museum
170 W. Hersheypark Drive
or call 717/ 534-3439

HERSHEY MUSEUM

BEST COPY AVAILABLE